



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Bak Middle School Of The Arts

1725 ECHO LAKE DR

West Palm Beach, FL 33407

561-882-3870

[www.edline.net/pages/middle\\_school\\_of\\_the\\_arts](http://www.edline.net/pages/middle_school_of_the_arts)

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## School Demographics

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**School Type**  
Middle School

**Title I**  
No

**Free and Reduced Lunch Rate**  
26%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
46%

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## School Grades History

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**2013-14**  
A

**2012-13**  
A

**2011-12**  
A

**2010-11**  
A

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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Bak Middle School Of The Arts

##### Principal

Sally Rozanski

##### School Advisory Council chair

Regina Belcher

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

Name	Title
Sally Rozanski	Principal
Amie Souder	Assistant Principal
Cynthia Henderson	Assistant Principal
Robert Bauer	Assistant Principal
Kathy Tyler	Counselor
Lee Glaze	Magnet Coordinator
Micah Kossove	Media Specialist
Pamela Swift	ESE Coordinator
Shawn Henderson	Counselor/SBT

#### District-Level Information

##### District

Palm Beach

##### Superintendent

Mr. E. Wayne Gent

##### Date of school board approval of SIP

11/19/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

#### Involvement of the SAC in the development of the SIP

The SAC meets on a monthly basis (2nd Thursday of every month) to review the School Improvement Plan and disperse school improvement funds to support the goals and objectives set by the committee in order to promote achievement.

**Activities of the SAC for the upcoming school year**

The SAC will be meeting this year to develop, approve, and facilitate the execution of the School Improvement Plan for Bak Middle School of the Arts.

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

School Improvement funds will be used to support the Fall and Winter/Spring Tutorial program. The Fall Tutorial is servicing 100 students that are Level 2 students in either reading or mathematics based on their 2012-13 FCAT 2.0 scores. The Winter/Spring Tutorial program will target those students in need of remediation based on the Winter Diagnostic scores.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Sally Rozanski**

Principal

Years as Administrator: 11

Years at Current School: 1

**Credentials**

BS Education  
 BS Political Science  
 Florida State University  
 MS Education Nova Southeastern University  
 MS Educational Leadership Lynn University  
 Certifications:  
 School Principal (all levels),  
 Educational Leadership (all levels),  
 Social Science (6-12),  
 Elementary Education (K-6),  
 Reading Endorsement,  
 ESOL Endorsement

**Performance Record**

2012-2013  
 Bak Middle School of the Arts  
 Grade "A" Reading mastery: 91% Math  
 mastery 88% Science Mastery: 79%  
 Writing Mastery: 91%

2011-12  
 Plumosa School of the Arts  
 Grade A  
 VAM: 99.43 Math: 99.64 Reading: 97.86  
 Reading Mastery: 46%  
 Reading Learning Gains: 79%  
 Reading Lowest 25%: 76%  
 Math Mastery: 52%  
 Math Learning Gains: 85%  
 Math Lowest 25%: 84%  
 Writing Mastery: 69%  
 Science Mastery: 46%  
 AYP: Not Applicable

2010-11 Grade B (519 Points)  
 Reading Mastery: 51%  
 Reading Learning Gains: 60%  
 Reading Lowest 25%: 64%  
 Math Mastery: 58%  
 Math Learning Gains: 73%  
 Math Lowest 25%: 78%  
 Writing Mastery: 88%  
 Science Mastery: 47%  
 AYP: 82%

Reading - Made AYP: Total Population  
 Reading - Did not make AYP: Black,  
 Hispanic, ED, ELL  
 Math - Made AYP: Total Population and  
 Black  
 Math - Did not make AYP: Hispanic, ED, ELL



**Cynthia Henderson**

Asst Principal

Years as Administrator: 11

Years at Current School: 9

**Credentials**

B.A. Special Education: Mild/Moderate Learning Disabilities  
 M.A. Educational Leadership  
 Ed.D Leadership  
 Certifications:  
 Varying Exceptionalities  
 School Principal  
 Endorsements  
 ESOL

**Performance Record**

2012-2013  
 Bak Middle School of the Arts  
 Grade "A" Reading mastery: 91% Math  
 mastery 88% Science Mastery: 79%  
 Writing Mastery: 91%

2011-2012  
 Bak Middle School of the Arts  
 Grade "A" Reading mastery: 90% Math  
 mastery 88% Science Mastery: 85%  
 Writing Mastery: 96%

2010-2011:  
 Grade "A", Reading mastery: 95% Math  
 mastery 94% Science Mastery: 89%  
 Writing Mastery: 99%

Met AYP

2009-2010:  
 Grade: "A" Reading mastery: 94% Math  
 mastery: 93%  
 Science mastery:87%  
 Writing mastery: 99%

Met AYP

2008-2009:  
 Grade: "A" Reading mastery: 95% Math  
 mastery: 93%  
 Science mastery:80%  
 Writing mastery: 100%

Met AYP

2007-2008 Grade:" A" Reading mastery  
 92%: Math mastery 93%: Science mastery  
 75%: Writing mastery 100%. Met AYP

2006-2007 Grade "A" Reading mastery  
 91%; Math mastery: 91%: Science  
 mastery 82%; Writing mastery 99%. Met  
 AYP

<b>Robert Bauer</b>		
Asst Principal	Years as Administrator: 15	Years at Current School: 13

**Credentials**

B.A. Fine Arts and Elementary Education  
 M.A.Educational Leadership  
 Certifications:  
 Art  
 Elementary Education  
 School Principal  
 Endorsements  
 ESOL

**Performance Record**

2012-2013  
 Bak Middle School of the Arts  
 Grade "A" Reading mastery: 91% Math mastery 88% Science Mastery: 79%  
 Writing Mastery: 91%

2011-12  
 Bak Middle School of the Arts  
 Grade "A" Reading mastery: 90% Math mastery 88% Science Mastery: 85%  
 Writing Mastery: 96%

2010-2011:  
 Grade "A", Reading mastery: 95% Math mastery 94% Science Mastery: 89%  
 Writing Mastery: 99%  
 Met AYP

2009-2010:  
 Grade: "A" Reading mastery: 94% Math mastery: 93%  
 Science mastery:87%  
 Writing mastery: 99%  
 Met AYP

2008-2009:  
 Grade: "A" Reading mastery: 95% Math mastery: 93%  
 Science mastery:80%  
 Writing mastery: 100%  
 Met AYP

2007-2008 Grade:" A" Reading mastery 92%: Math mastery 93%: Science mastery 75%: Writing mastery 100%. Met AYP

2006-2007 Grade "A" Reading mastery 91%; Math mastery: 91%: Science mastery 82%; Writing mastery 99%. Met AYP

<b>Aime Souder</b>		
<b>Asst Principal</b>	<b>Years as Administrator: 2</b>	<b>Years at Current School: 3</b>
<b>Credentials</b>	B.A. Elementary Education M.A. Educational Leadership Certifications: Elementary Education 1-6 9-12 English 9-12 Earth Science K-12 Physical Education Endorsements ESOL	
<b>Performance Record</b>	2012-2013 Bak Middle School of the Arts Grade "A" Reading mastery: 91% Math mastery 88% Science Mastery: 79% Writing Mastery: 91% 2011-12 Bak Middle School of the Arts Grade "A" Reading mastery: 90% Math mastery 88% Science Mastery: 85% Writing Mastery: 96% 2010-2011: Northmore Elementary School Grade "C", Reading mastery: 54% Math mastery 60% Science Mastery: 36% Writing Mastery: 94% Did not meet AYP	

**Classroom Teachers**

<b># of classroom teachers</b>	92
<b># receiving effective rating or higher</b>	100, 109%
<b># Highly Qualified Teachers</b>	109%
<b># certified in-field</b>	100, 109%
<b># ESOL endorsed</b>	24, 26%
<b># reading endorsed</b>	8, 9%
<b># with advanced degrees</b>	36, 39%

**# National Board Certified**

16, 17%

**# first-year teachers**

4, 4%

**# with 1-5 years of experience**

7, 8%

**# with 6-14 years of experience**

33, 36%

**# with 15 or more years of experience**

49, 53%

**Education Paraprofessionals**

**# of paraprofessionals**

2

**# Highly Qualified**

2, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

9

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Below are the strategies that will be taken and the person responsible:

Principal - Work closely with South Area District Human Resources Specialist to ensure that he is aware of the needs of the school and refers only HQ candidates; Interview and hire only highly qualified teachers; Provide or ensure evidence-based professional development opportunities that target increasing student achievement; Provide professional development opportunities that meet the professional growth of the staff and meets state and district mandates and initiatives; Inform and monitor the teachers' progress at obtaining ESOL endorsement; conduct observations and provide constructive feedback for improvement.

Assistant Principals - Partner new teachers with a mentor and a buddy veteran teacher; Place all first-year teachers in Educator Support Program and monitor progress throughout the school year; conduct observations and provide constructive feedback for improvement.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Teachers are matched with seasoned teachers who teach in the same content and or grade level as the teachers who are new to the staff. Teachers are assigned mentors regardless if they are new to teaching or new to the Bak MSOA campus. Teachers are also supported during key events such as the first day of school, Open House and FCAT testing.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

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

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

The School-based MTSS/Rtl Leadership Team 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 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, ESE teachers, guidance counselor) and report back on all data collected for further discussion at future meetings. The four steps of the Problem Solving Process are:

1. Problem Identification entails identifying the problem and the desired behavior for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating is also termed as Response-to-Intervention. In this step, the effectiveness of a students' or group of students' response to the implemented intervention is evaluated and measured.

All staff members will be part of the process and overall updates and professional development will be provided to staff to ensure that their knowledge and skills are up-to-date and are commensurate for effective implementation of Rtl as a multitiered system of support.

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

The School-based MTSS/Rtl Leadership Team is comprised of the following members: Permanent Members: Shawn Henderson - Leader; Pamela Swift, Laurie McCormick, and Jaimee Stamile - ESE specialists that will analyze data and provide strategies and interventions for implementation; and Barbara McCray - school psychologist. The following members are involved based on the student's classification (e.g., ELL, 504), grade level, schedule, and last name: guidance counselors, assistant principals, teachers, ELL contact, and principal - provide specific data and input, including, but not limited to probes, CBIR Forms, information regarding parent and student conferences, and classroom performance/behavior. The aforementioned people will collaborate to design and oversee the implementation of the Rtl process. The team will conduct progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 2- 3 interventions (academic and behavior), and offer professional development and technical assistance. Student will be provided the needed services and support to be successful both in academics and/or behavior.

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

Because at least one member of the Leadership Team will be involved in the SBT, LLT, tutoring, and SAC. All members of the Leadership Team are involved in the MTSS/SIP process. The members of the

Leadership Team monitor by pulling data, analyzing the data, ensuring implementation, conferencing with students, teachers and parents, and provide suggestions and insight to improve both the MTSS process and the SIP. See question #1 for specific duties and responsibilities.

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

Florida Comprehensive Assessment Test (FCAT)  
 Florida Assessment for Instruction in Reading (FAIR)  
 SDPBC Fall Diagnostics  
 Palm Beach Writes  
 Running Reading Records  
 Mini-assessments  
 Core K-12 benchmark assessments  
 Progress Monitoring and Reporting Network (PMRN)  
 Comprehensive English Language Learning Assessment (CELLA)  
 Literacy Leadership Team (LLT)  
 Individualized behavior plans  
 CBIR Forms  
 Discipline Referrals (e.g., suspensions)  
 Retentions  
 Absences/Tardies  
 Educational Data Warehouse  
 SDPBC Winter Diagnostics  
 Reading and Math probes  
 TERMS

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

Staff: Professional development will be offered to the entire staff by district staff and key personnel at the school during designated professional development days (PDD), in-service days, and faculty meetings. Individual professional development will be provided to classroom teachers, as needed. The following are some professional development that will be provided:

- Problem Solving Model
- School-wide Positive Behavior Support Plan (S.T.A.R.S.)
- Data driven decision-making/EDW
- Completion of CBIR and SBT forms and necessary data
- Rreport Card
- Progress monitoring
- Meeting the needs of students at risk/Explicit and Differentiated Instruction/FCIM
- Completion of forms and necessary data

Parents: Parents understanding of the MTSS process, the support given, and the use of data to drive decision-making will be accomplished in the following manner: Parentlink, Perspective Newsletter (monthly), Edline webpage, First Day Folder included - SwPBS guidelines and matrix, tutorial opportunities, parent conferences, SAC and PTO meetings, Open House, and targeted meetings (e.g., Lowest 25%).

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,400

Additional targeted instruction with a smaller teacher to student ratio (1 to10) is shown to increase student achievement. Bak MSOA will provide a Fall and Winter/Spring Tutorial program. The Fall Tutorial began on September 23, 2013, and is currently servicing 100 students that are Level 2 students in either reading or mathematics based on their 2012-13 FCAT 2.0 scores. The Winter/Spring Tutorial program will target those students in need of remediation based on the Winter Diagnostic scores.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Students Fall Diagnostics scores will be compared to their Winter Diagnostics scores to see if improvement has been made and identify those areas of weaknesses that need to be reviewed and remediated. Classroom assessments will be analyzed and teacher conversations will be held to further analyze the needs of the students.

**Who is responsible for monitoring implementation of this strategy?**

Administration is responsible for monitoring attendance, targeting students, choosing curriculum, and overseeing the implementation of the program.

**Strategy:** Before or After School Program

**Minutes added to school year:** 250

Hands-on exploration and experiments increases a student's scientific knowledge. The Robotics and SECME programs and competitions will be used to increase knowledge in the field of science.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

Fall to Winter Diagnostics and Winter Diagnostics to SY14 Science FCAT will be compared to see the growth of the students.

**Who is responsible for monitoring implementation of this strategy?**

The Robotics and SECME Coach are the main source of instruction and feedback. The administration will monitor the overall program..

**Literacy Leadership Team (LLT)**

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

Name	Title
Sally Rozanski	Principal
Nancy Carlson	Teacher
Dyan Barefoot	Teacher
Christina Donnelly	Teacher
Erin Destito	Teacher
Elaine Bloom	Teacher
Alyssa Vaknin	Teacher
Micah Kossove	Media Specialist
Amie Souder	Assistant Principal

### How the school-based LLT functions

The Literacy Leadership Team (LLT) is a collaborative, decision making group that creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The principal, assistant principal, media specialist, mentor reading teachers, content area teachers and other principal appointees serve on the team. The team meets every 6 to 8 weeks. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. The LLT meets to discuss the progress of students and analyze school trends, via data analysis, and the successes and/or challenges teachers are facing during instruction. This is a continuous process that is utilized to make changes and provide support as necessary. The LLT assists with developing, implementing, and revising targeted and strategic reading instruction at all grade levels. Needed professional development is discussed and a plan for implementation is formulated for the 2013-14 school year.

### Major initiatives of the LLT

Sharing of Best Practices

Book Clubs

Reading Counts Incentive Program

Professional development regarding targeted instruction via data analysis using FAIR, RRR, Diagnostics Benchmark Assessments (Core K-12 and Textbook)

Increased technology skills utilizing Mac Labs and iPads and preparing Grade 6 students for FCAT via technology

Enhance Reading curriculum instruction

Enhance vocabulary development instruction

Seek and Conquer

### Every Teacher Contributes to Reading Instruction

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

Bak MSOA is a choice-only, magnet school, so teachers know which students will be coming to Bak for the 2013-14 school year. Each grade level is given a specific book to read over the summer and have an assignment to complete. Students have to produce a visual representation of the book which they must present during the first few weeks of school. The students then participate in a book study once school begins. To increase student knowledge on how to increase reading skills and strategies, every teacher attends and participates in NGSSS and Common Core State Standards that is focused on content literacy. Content Literacy is promoted in the academic and in the visual arts, music, vocal, piano, strings, dance, theater, and communication classrooms through vocabulary enrichment and writing. Rigorous assessment that are written and performance-based are given throughout the school year in all



the classes/courses. School-wide strategies (e.g., seek and conquer, margin notes, and write to explain) are implemented to ensure support of content literacy. Book clubs are provided both during and after school.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

Bak Middle School of the Arts is a unique school because students decide to audition and attend the school based on their personal interests and aspirations in the arts. We foster these aspirations and nurture talents by providing specific art classes in their specific chosen field. The arts and academic teachers work together to blend and support the arts and academics in their classrooms. All 6th grade students complete a Arts/Career Exploration course so they can see the connection between the courses they are taking and their future aspirations for high school and college/career. Students see the relevance to the skills and knowledge gained, and how the experiences and activities prepare them for future learning and their lives.

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

Bak MSOA offers an 8 period day so students can participate in all their requested courses. Counselors, teachers, and administration meet with parents and students to provide guidance and support. A 6th Grade Orientation is provided for parents and students where the courses are explained, they learn how to sign-up for courses, the school collects ESE, 504, or Gifted paperwork turned in. The 7th and 8th grade students are provided with similar support from their teachers, counselors and administration. All 6th grade students complete a Arts/Career Exploration course so they can see the connection between the courses they are taking and their future aspirations for high school and college/career.

### **Strategies for improving student readiness for the public postsecondary level**

BAK MSOA provides the following high school courses that provides students the opportunity to begin high school with some required credits. The courses are as follows: Honors Geometry, Honors Algebra, Spanish I, French 1, and a variety of FLVS and PBV courses. Students who need remediation are provided the needed services so they can be successful in high school and they have the necessary skills and knowledge to pursue their post secondary aspirations.

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	92%	91%	No	93%
American Indian				
Asian	97%	97%	Yes	97%
Black/African American	80%	67%	No	82%
Hispanic	90%	90%	Yes	91%
White	95%	96%	Yes	96%
English language learners	51%	56%	Yes	56%
Students with disabilities	73%	59%	No	76%
Economically disadvantaged	83%	76%	No	85%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	291	22%	23%
Students scoring at or above Achievement Level 4	910	68%	70%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	1047	78%	86%
Students in lowest 25% making learning gains (FCAT 2.0)	87	76%	84%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		90%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		80%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		70%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	395	91%	92%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	92%	88%	No	93%
American Indian				
Asian	98%	97%	Yes	99%
Black/African American	76%	63%	No	78%
Hispanic	93%	84%	No	94%
White	95%	95%	Yes	96%
English language learners	58%	67%	Yes	63%
Students with disabilities	76%	59%	No	78%
Economically disadvantaged	83%	71%	No	84%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	321	24%	25%
Students scoring at or above Achievement Level 4	864	65%	68%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	1114	83%	90%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	107	67%	77%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	273	50%	60%
Middle school performance on high school EOC and industry certifications	273	100%	100%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	5%	100%
Students scoring at or above Achievement Level 4	204	100%	100%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Achievement Level 4	57	100%	100%

**Area 4: Science**

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	22%	25%
Students scoring at or above Achievement Level 4	246	57%	60%

**Florida Alternate Assessment (FAA)**

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

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		12
Participation in STEM-related experiences provided for students	1350	100%	100%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	350	26%	30%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	350	26%	30%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		26%	30%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	4	5%	5%

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	2	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	49	3%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	17	1%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Bak MSOA is a Performing Arts and a Choice-only school. Consequently, we get student from all over the vast county and it is difficult for many parent to make the long trek to school. The challenge is to offer multiple opportunities for the parents and stakeholders to get involved in the decision-making process and event/performances that we offer at school. In response to all needs, we offer opportunities to meet with teachers and staff in a variety of formats - email, phone, and in-person. The performances are offered after-school, during the school day, at night, and during the weekends. Parents are informed and encouraged to attend all PTO and SAC Meetings. Orientations and Open House events are offered so parent can come and meet the teachers and see the school. Additionally, the website includes updated

and important information, and a Newsletter is produced to provide parents with the latest news. For those students that do not have internet access, a hard copy is sent home.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
6th Grade Orientation	370	80%	90%
6th Grade Saturday Textbook Checkout, Locker and Orientation	380	83%	90%
6th Grade Open House	400	85%	90%
7th and 8th Grade Open House	520	65%	80%
Tutorial Kickoff Breakfast	30	30%	50%
SAC Meetings	13	.1%	.2%
PTO Meetings	15	.12%	.2%
Student Performances, Communications, Dance, Chorus, Music, Visual Arts	2000	100%	100%
Vounteers	390	30%	40%
Conferences Opportunities (phone, email, in-person) - percentage is based on opportunity	1356	100%	100%
First Day Folder (all pertinent information)	1356	100%	100%

**Area 10: Additional Targets**

**Additional targets for the school**

Bak Middle School of the Arts 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 no limited to:

- \*History of Holocaust
- \*History of African Americans
- \*Hispanic Contributions
- \*Women's Contributions
- \*Sacrifices of Veterans

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Teacher are provided the materials via Learning Village to implement the content required by the State of Florida	94	100%	100%

## Goals Summary

- G1.** By June of 2014, 80% of the 2013 Level 3, 4, 5 students in reading and/or math will have a positive gain score as measured by the 2014 FCAT 2.0 reading and math and documented by the SAR (including Algebra/Geometry EOC, if calculated).
- G2.** By June of 2014, teachers will have an increased amount of time for common planning and to share best practices.
- G3.** By June of 2014, students who are identified as non-proficient in reading and/or math will receive extended learning time after school.

## Goals Detail

**G1.** By June of 2014, 80% of the 2013 Level 3, 4, 5 students in reading and/or math will have a positive gain score as measured by the 2014 FCAT 2.0 reading and math and documented by the SAR (including Algebra/Geometry EOC, if calculated).

### Targets Supported

- Algebra 1 EOC
- Geometry EOC
- CTE
- EWS - Middle School

### Resources Available to Support the Goal

- Fall and Winter Diagnostics, EDW, Core K-12, school and district professional development, textbooks, internet, laptops, CCSS, NGSSS, and Learning Village, observations with feedback. With these resources teachers and students will set goals, have data chats, and reflect on progress throughout the school year. Additionally, teachers and staff will monitor student progress and provide assistance when needed.

### Targeted Barriers to Achieving the Goal

- Lack of emphasis on student and teacher goal setting and monitoring progress for both students and teachers.
- Lack of laptops to practice and utilize technology to learn and practice assessments

### Plan to Monitor Progress Toward the Goal

Increased use

#### Person or Persons Responsible

Teachers and administration

#### Target Dates or Schedule:

Continuous

#### Evidence of Completion:

Through observation, conversation, lesson plans, focus calendar, technology calendar

**G2.** By June of 2014, teachers will have an increased amount of time for common planning and to share best practices.

### **Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- PTO Professional development money, substitutes for professional development, PDD, In-Service, some teachers have common planning.

### **Targeted Barriers to Achieving the Goal**

- Schedule, lack of paid contractual time before and after school, limited time during PDD for planning due to mandates and required pd, limited In-Service days



### Plan to Monitor Progress Toward the Goal

Completed focus calendar, lessons and activities

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

After meeting dates and benchmark testing

**Evidence of Completion:**

Lesson plans, focus calendars, observation, student achievement data

**G3.** By June of 2014, students who are identified as non-proficient in reading and/or math will receive extended learning time after school.

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

**Resources Available to Support the Goal**

- Teachers, facility, transportation, parent support

**Targeted Barriers to Achieving the Goal**

- time, money, materials, parent support

### Plan to Monitor Progress Toward the Goal

Calculation of participation

**Person or Persons Responsible**

Teachers and Administration

**Target Dates or Schedule:**

Throughout the program

**Evidence of Completion:**

Final attendance in December and April

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** By June of 2014, 80% of the 2013 Level 3, 4, 5 students in reading and/or math will have a positive gain score as measured by the 2014 FCAT 2.0 reading and math and documented by the SAR (including Algebra/Geometry EOC, if calculated).

**G1.B1** Lack of emphasis on student and teacher goal setting and monitoring progress for both students and teachers.

**G1.B1.S1** Students will set goals, with teacher assistance, utilizing 2013 FCAT data, Fall Diagnostics, and personal goals. Goals will be adjusted, if necessary in February.

### Action Step 1

Students will analyze scores and set goals in their Student Planner with teacher assistance.

#### Person or Persons Responsible

Teachers will facilitate the process. Administration and counselors will assist.

#### Target Dates or Schedule

Late October/Early November. Adjustments will be made, if necessary in February.

#### Evidence of Completion

Teacher schedule of data chats

#### Facilitator:

Principal, Assistant Principals, Teachers

#### Participants:

Teachers, Counselors, Administration

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

Ensure data chats and completion of goal setting

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

Completed Goal Sheet

### Plan to Monitor Effectiveness of G1.B1.S1

Positive DSS scores (Learning Gains for EOC)

**Person or Persons Responsible**

Administration, Teachers, Students

**Target Dates or Schedule**

June 2014

**Evidence of Completion**

2014 FCAT scores

**G1.B1.S2** All teachers will craft a Professional Growth Plan. All teacher will have Tracking Student Progress as the focus of their PGP.

**Action Step 1**

Provide PD on how to complete a Professional Growth Plan.

**Person or Persons Responsible**

Administration and Marzano Liaisons

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Draft PGP and eventual completion of PGP

**Facilitator:**

Administration and Marzano Liaisons

**Participants:**

All teachers, counselors, etc..

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

Development and Implementation of PGP

**Person or Persons Responsible**

Administration and teachers

**Target Dates or Schedule**

Continous

**Evidence of Completion**

Data chats, observation, and PGP

## Plan to Monitor Effectiveness of G1.B1.S2

Monitoring of PGP

### Person or Persons Responsible

Administration and Teachers

### Target Dates or Schedule

Continuous

### Evidence of Completion

Completion of PGP

## G1.B2 Lack of laptops to practice and utilize technology to learn and practice assessments

**G1.B2.S1** Utilize the technology that is on campus (possible purchase more) and create lessons/ activities that support online learning and assessments

### Action Step 1

Purchase additional laptops

### Person or Persons Responsible

Administration

### Target Dates or Schedule

November 2013

### Evidence of Completion

Laptops

### **Action Step 2**

Create lessons and strategies that promote the use of computers for learning and assessments.

#### **Person or Persons Responsible**

Teachers and administration

#### **Target Dates or Schedule**

October through June 2014

#### **Evidence of Completion**

Lessons and activities

#### **Facilitator:**

Administration and DIL

#### **Participants:**

Teachers, counselors, admins

### **Action Step 3**

Create technology calendar and track use

#### **Person or Persons Responsible**

STSA, DIL, and administration

#### **Target Dates or Schedule**

September (calendar) and continuous monitoring

#### **Evidence of Completion**

Completed Calendar

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

Use of computers for lesson and activities

#### **Person or Persons Responsible**

Teachers/Administration

#### **Target Dates or Schedule**

Continuous

#### **Evidence of Completion**

Lesson plans, focus calendars, observation

## Plan to Monitor Effectiveness of G1.B2.S1

Increase of computer use for lessons and assessments

### Person or Persons Responsible

Teachers and Administration

### Target Dates or Schedule

Continuous

### Evidence of Completion

Student conversation and assessment scores

**G2.** By June of 2014, teachers will have an increased amount of time for common planning and to share best practices.

**G2.B1** Schedule, lack of paid contractual time before and after school, limited time during PDD for planning due to mandates and required pd, limited In-Service days

**G2.B1.S1** Create time for teachers to have planning time together by getting 1/2 day substitutes for teachers, use PD money for planning pd sessions before or after school, utilize PDDs so assignments are geared to teacher collaboration and dedicate some time during In-Service Days for teacher planning,

### Action Step 1

Create time for common planning and develop common lessons and activities that are designed to increase student achievement.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Throughout the year

### Evidence of Completion

Scheduled days for teacher planning

### Facilitator:

Administration, select teachers

### Participants:

Teachers

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

Planning time for select teachers

#### Person or Persons Responsible

Administration and DILs

#### Target Dates or Schedule

Throughout the year

#### Evidence of Completion

Observation and teacher product

### Plan to Monitor Effectiveness of G2.B1.S1

Common lessons and activities designed to increase student achievement

#### Person or Persons Responsible

Administration and DILs

#### Target Dates or Schedule

Continuous

#### Evidence of Completion

Completed lesson plans, focus calendars, and activities, and increased student achievement

**G3.** By June of 2014, students who are identified as non-proficient in reading and/or math will receive extended learning time after school.

**G3.B1** time, money, materials, parent support

**G3.B1.S1** Provide after-school tutoring for targeted students on Mondays.

#### Action Step 1

Provide After School tutoring - Identify students, send home letters, collect forms, call parents, secure materials, secure teachers for tutorial, purchase snacks, secure funds from a variety of sources.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

September

#### Evidence of Completion

Registration forms - Students who are and who are not participating in tutoring



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

Student participation and implemented curriculum

#### **Person or Persons Responsible**

Teachers and Administration

#### **Target Dates or Schedule**

Mondays, beginning September 23, 2013

#### **Evidence of Completion**

Student attendance and implementation of curriculum

### **Plan to Monitor Effectiveness of G3.B1.S1**

Student attendance and student product

#### **Person or Persons Responsible**

Teachers and administration

#### **Target Dates or Schedule**

Throughout the year

#### **Evidence of Completion**

Attendance, student product, Winter Diagnostic scores

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Bak MSOA is not a Title I school. We get financial support from the district, PTO, and the MSOA Foundation. Resources are coordinated so each organization provides some kind of financial and person-power so that all facets of school receives the necessary support and services. Bak is continuing to strengthen a Single School Culture that promotes consistency and equability in regards to policies and procedures, and the need to respect diversity and accept the difference and talents of all out students, staff, and community. Students in grades 6-8 are provided with a First Day of School Orientation that goes over all the rules and procedures, the rationale for these rules and procedures, cyber-bullying, the SWPBS, computer and internet safety, and general conversation about the BAK family and what is the expectation of being a S.T.A.R.S. Artizen. The School-Wide Positive Behavior System is called, S.T.A.R.S. -sensitive, trustworthy, accountable, respectful, and safe. responsibility. Each classroom has the S.T.A.R.S. matrix in clear view of all students, and all stakeholders are responsible for strengthening and guiding the entire BAK family on the importance of working together to meet our goals. Incentives are given to promote S.T.A.R.S. Artizenship.

Outside agency that Bak MSOA works with or makes available to parents:

- Ocean Optics- eye exams for low income families
- Chrysalis Program- mental health services
- Youth Services- Mental health services (anger manager family)
- Girl Scouts- Development of social skills for girls
- Family First- Mental health services
- Multicultural- Mental health services
- Hospice- Grief assistance
- South County Mental Health (crisis team)
- DCF (Medicaid assistance)
- WPB Family Shelter- assist with clothing/housing

The Health Care District of Palm Beach County supplies Bak two school nurses who provide a wide range of services to students and parents (medication, referrals, daily treatment and care of students). All student are offered a FREE - "Breakfast for All" each and every school day. Additionally, 21% of our students qualify and receive free and reduced lunch each school day.

Bak Middle School of the Arts is a unique school because students decide to audition and attend the school based on their personnel interests and aspirations in the arts. We foster these aspiration and nurture talents by providing specific art classes in their specific chosen field. The arts and academic teachers work together to blend and support the arts and academics in their classrooms. All 6th grade students complete a Arts/Career Exploration course so they can see the connection between the courses they are taking and their future aspirations for high school and college/career. Students see the relevance to the skills and knowledge gained, and how the experiences and activities prepare them for future learning and their lives.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** By June of 2014, 80% of the 2013 Level 3, 4, 5 students in reading and/or math will have a positive gain score as measured by the 2014 FCAT 2.0 reading and math and documented by the SAR (including Algebra/Geometry EOC, if calculated).

**G1.B1** Lack of emphasis on student and teacher goal setting and monitoring progress for both students and teachers.

**G1.B1.S1** Students will set goals, with teacher assistance, utilizing 2013 FCAT data, Fall Diagnostics, and personal goals. Goals will be adjusted, if necessary in February.

### PD Opportunity 1

Students will analyze scores and set goals in their Student Planner with teacher assistance.

#### Facilitator

Principal, Assistant Principals, Teachers

#### Participants

Teachers, Counselors, Administration

#### Target Dates or Schedule

Late October/Early November. Adjustments will be made, if necessary in February.

#### Evidence of Completion

Teacher schedule of data chats

**G1.B1.S2** All teachers will craft a Professional Growth Plan. All teacher will have Tracking Student Progress as the focus of their PGP.

**PD Opportunity 1**

Provide PD on how to complete a Professional Growth Plan.

**Facilitator**

Administration and Marzano Liaisons

**Participants**

All teachers, counselors, etc..

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Draft PGP and eventual completion of PGP

**G1.B2** Lack of laptops to practice and utilize technology to learn and practice assessments

**G1.B2.S1** Utilize the technology that is on campus (possible purchase more) and create lessons/ activities that support online learning and assessments

**PD Opportunity 1**

Create lessons and strategies that promote the use of computers for learning and assessments.

**Facilitator**

Administration and DIL

**Participants**

Teachers, counselors, admins

**Target Dates or Schedule**

October through June 2014

**Evidence of Completion**

Lessons and activites

**G2.** By June of 2014, teachers will have an increased amount of time for common planning and to share best practices.

**G2.B1** Schedule, lack of paid contractual time before and after school, limited time during PDD for planning due to mandates and required pd, limited In-Service days

**G2.B1.S1** Create time for teachers to have planning time together by getting 1/2 day substitutes for teachers, use PD money for planning pd sessions before or after school, utilize PDDs so assignments are geared to teacher collaboration and dedicate some time during In-Service Days for teacher planning,

### **PD Opportunity 1**

Create time for common planning and develop common lessons and activities that are designed to increase student achievement.

#### **Facilitator**

Administration, select teachers

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Throughout the year

#### **Evidence of Completion**

Scheduled days for teacher planning

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	By June of 2014, 80% of the 2013 Level 3, 4, 5 students in reading and/or math will have a positive gain score as measured by the 2014 FCAT 2.0 reading and math and documented by the SAR (including Algebra/Geometry EOC, if calculated).	\$30,000
G2.	By June of 2014, teachers will have an increased amount of time for common planning and to share best practices.	\$6,000
G3.	By June of 2014, students who are identified as non-proficient in reading and/or math will receive extended learning time after school.	\$14,000
Total		\$50,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Professional Development	Evidence-Based Program	Total
PTO	\$30,000	\$0	\$0	\$30,000
PTO and Operations (District)	\$0	\$6,000	\$0	\$6,000
SAC Funds, PTO, Donations	\$0	\$0	\$14,000	\$14,000
Total	\$30,000	\$6,000	\$14,000	\$50,000

### Budget Details

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

**G1.** By June of 2014, 80% of the 2013 Level 3, 4, 5 students in reading and/or math will have a positive gain score as measured by the 2014 FCAT 2.0 reading and math and documented by the SAR (including Algebra/Geometry EOC, if calculated).

**G1.B2** Lack of laptops to practice and utilize technology to learn and practice assessments

**G1.B2.S1** Utilize the technology that is on campus (possible purchase more) and create lessons/activities that support online learning and assessments

**Action Step 1**

Purchase additional laptops

**Resource Type**

Technology

**Resource**

Laptops and Desktops

**Funding Source**

PTO

**Amount Needed**

\$30,000

**G2.** By June of 2014, teachers will have an increased amount of time for common planning and to share best practices.

**G2.B1** Schedule, lack of paid contractual time before and after school, limited time during PDD for planning due to mandates and required pd, limited In-Service days

**G2.B1.S1** Create time for teachers to have planning time together by getting 1/2 day substitutes for teachers, use PD money for planning pd sessions before or after school, utilize PDDs so assignments are geared to teacher collaboration and dedicate some time during In-Service Days for teacher planning,

**Action Step 1**

Create time for common planning and develop common lessons and activities that are designed to increase student achievement.

**Resource Type**

Professional Development

**Resource**

Provide time for teachers to get pd and share best practices and develop focus calendars, lessons, and activities that are designed to increase student achievement

**Funding Source**

PTO and Operations (District)

**Amount Needed**

\$6,000



**G3.** By June of 2014, students who are identified as non-proficient in reading and/or math will receive extended learning time after school.

**G3.B1** time, money, materials, parent support

**G3.B1.S1** Provide after-school tutoring for targeted students on Mondays.

**Action Step 1**

Provide After School tutoring - Identify students, send home letters, collect forms, call parents, secure materials, secure teachers for tutorial, purchase snacks, secure funds from a variety of sources.

**Resource Type**

Evidence-Based Program

**Resource**

After School Tutoring

**Funding Source**

SAC Funds, PTO, Donations

**Amount Needed**

\$14,000