



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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John F. Kennedy Middle School

1901 AVENUE S

Riviera Beach, FL 33404

561-845-4500

[www.edline.net/pages/john\\_f\\_kennedy\\_middle\\_school](http://www.edline.net/pages/john_f_kennedy_middle_school)

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 97%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 98%

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## School Grades History

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<b>2013-14</b> F	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> C
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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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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>21</b>
<b>Goals Summary</b>	<b>27</b>
<b>Goals Detail</b>	<b>27</b>
<b>Action Plan for Improvement</b>	<b>35</b>
<b>Part III: Coordination and Integration</b>	<b>62</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>63</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>71</b>

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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
Focus Year 3 or more	5	Gayle Sitter

  

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

## Current School Status

### School Information

#### School-Level Information

**School**

John F. Kennedy Middle School

**Principal**

Corey Brooks

**School Advisory Council chair**

Rosa Goss

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

Name	Title
Corey Brooks	Principal
Paul Wojciechowsky	Assistant Principal
Guy Marino	Assistant Principal
Kimberly Pettiford-Gibbons	Assistant Principal
Timothy Nance	Assistant Principal
Valerie Barrier	Math Coach
Yarnell Williams	Reading Coach

#### 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**

Corey Brooks, Principal; Rosa Goss, Chairperson; Nitcha Wells, Vice Chair; Guy Marino, Administrative Contact; Secretary, Renee Holland; Historian, Dr. Celena Johnson  
 Each advisory council shall be composed of the principal, the SAC Chair, 5 teachers, 1 education support employees, 1 student, 5 parents, and 3 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**

School data is reviewed by the School Advisory Council (i.e., SAC) and make updates/revisions to the School Improvement Plan. As updates/revisions are made the SIP Committee presents them to the SAC

for any additional feedback or approval.

The school will provide minutes and sign-in sheets to document the school performance data for the baseline, midyear, and end-of-year was reviewed with the SAC to guide writing the SIP goal.

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

Support the mission and vision of the school; maintain an active visible throughout the school and participate in campus activities; update our AdvancED accreditation Executive Summary;

Schedule and conduct meetings on a regular basis;

? Review all applicable student performance data;

? Determine the students' needs and prioritize them;

? Recommend strategies to improve areas of need;

? Decide how to measure results;

? Assist in the preparation and evaluation of the School Improvement Plan;

? Meet all District and State timelines; and

? Document data analysis and SIP reviews in the EESAC minutes.

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

### **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**

5

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

**Corey Brooks**

Principal

Years as Administrator: 7

Years at Current School: 5

**Credentials**

DEGREES:  
M.S. Educational Leadership  
CERTIFICATIONS:  
Educational Leadership  
Elementary Education 1-6  
School Principal

**Performance Record**

Principal of JFK Middle School in 2012-2013  
- Grade 'D'; 29% high standards in reading; 27% high standards in math; 53% meet criteria in writing; 15% high standards in science; 57% of students made reading gains; 55% of students made math gains; 66% of lowest 25% made gains in reading; 64% of lowest 25% made gains in math.

2011-2012  
- Grade 'C'; 28% high standards in reading; 32% high standards in math; 82% meet criteria in writing; 20% high standards in science; 56% of students made reading gains; 64% of students made math gains; 69% of lowest 25% made gains in reading; 75% of lowest 25% made gains in math.

Assistant Principal of JFK Middle Magnet School in 2010-2011  
- Grade 'C'; 39% high standards in reading; 37% high standards in math; 41% high standards in math; 79% meet criteria in writing; 29% high standards in science; 62% of students made reading gains; 56% of students made math gains; 72% of lowest 25% made gains in reading; 64% of lowest 25% made gains in math. The subgroups Black, Economic Disadvantaged and Students with disabilities did not make Adequate Yearly Progress in Math or Reading. Writing AYP criteria was met.



**Guy Lanza Marino**

Asst Principal

Years as Administrator: 8

Years at Current School: 4

**Credentials**

DEGREES:  
 M.S. Special Education  
 CERTIFICATIONS:  
 Educational Leadership  
 ESOL Endorsement  
 English (Grades 6-12)  
 Varying Exceptionalities

**Performance Record**

2012-2013  
 - Grade 'D'; 29% high standards in reading; 27% high standards in math; 53% meet criteria in writing; 15% high standards in science; 57% of students made reading gains; 55% of students made math gains; 66% of lowest 25% made gains in reading; 64% of lowest 25% made gains in math.  
 2011-2012  
 Assistant Principal-Indian Ridge School  
 Students achieving proficiency (Reading) 50%  
 Number of gains 15  
 Students achieving proficiency (Reading FAA) 96%  
 2010-2011  
 Assistant Principal-Indian Ridge School  
 AYP 82%

**Timothy Nance**

Asst Principal

Years as Administrator: 2

Years at Current School: 22

**Credentials**

DEGREES  
M.S. Educational Leadership  
CERTIFICATION  
Music Education  
Educational Leadership

**Performance Record**

Assistant Principal of JFK Middle School in 2012-2013

- Grade 'D'; 29% high standards in reading; 27% high standards in math; 53% meet criteria in writing; 15% high standards in science; 57% of students made reading gains; 55% of students made math gains; 66% of lowest 25% made gains in reading; 64% of lowest 25% made gains in math.

2011-2012

- Grade 'C'; 28% high standards in reading; 32% high standards in math; 82% meet criteria in writing; 20% high standards in science; 56% of students made reading gains; 64% of students made math gains; 69% of lowest 25% made gains in reading; 75% of lowest 25% made gains in math.

Band Director

2010-2011

- Grade 'C'; 39% high standards in reading; 37% high standards in math; 41% high standards in math; 79% meet criteria in writing; 29% high standards in science; 62% of students made reading gains; 56% of students made math gains; 72% of lowest 25% made gains in reading; 64% of lowest 25% made gains in math. The subgroups Black, Economic Disadvantaged and Students with disabilities did not make Adequate Yearly Progress in Math or Reading. Writing AYP criteria was met.

**Kimberly Pettiford-Gibbons**

Asst Principal

Years as Administrator: 6

Years at Current School: 4

**Credentials**

DEGREES  
 Ed.S –Educational Leadership  
 CERTIFICATIONS  
 -Educational Leadership  
 -Business Education

**Performance Record**

Assistant Principal of JFK Middle School in 2012-2013  
 - Grade 'D'; 29% high standards in reading; 27% high standards in math; 53% meet criteria in writing; 15% high standards in science; 57% of students made reading gains; 55% of students made math gains; 66% of lowest 25% made gains in reading; 64% of lowest 25% made gains in math.  
 2011-2012  
 - Grade 'C'; 28% high standards in reading; 32% high standards in math; 82% meet criteria in writing; 20% high standards in science; 56% of students made reading gains; 64% of students made math gains; 69% of lowest 25% made gains in reading; 75% of lowest 25% made gains in math.  
 2010-2011  
 - Grade 'C'; 39% high standards in reading; 37% high standards in math; 41% high standards in math; 79% meet criteria in writing; 29% high standards in science; 62% of students made reading gains; 56% of students made math gains; 72% of lowest 25% made gains in reading; 64% of lowest 25% made gains in math. The subgroups Black, Economic Disadvantaged and Students with disabilities did not make Adequate Yearly Progress in Math or Reading. Writing AYP criteria was met.

**Paul Wojciechowsky**

Asst Principal	Years as Administrator: 1	Years at Current School: 1
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<b>Credentials</b>	DEGREES M.S. Educational Leadership CERTIFICATIONS Educational Leadership Science 6-9 Biology 9-12
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<b>Performance Record</b>	Biology Teacher 2012-2013 86% of students met high standards in science 2011-2012 Executive Director (Private Charter Schools) 2010-2011 Executive Director (Private Charter Schools)
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**Instructional Coaches**

**# of instructional coaches**  
2

**# receiving effective rating or higher**  
(not entered because basis is < 10)

**Instructional Coach Information:**

**Yarnell Williams**

Full-time / School-based	Years as Coach: 0	Years at Current School: 0
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<b>Areas</b>	Reading/Literacy
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<b>Credentials</b>	DEGREE: Bachelors-Business CERTIFICATION: Reading K-12
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<b>Performance Record</b>	Y. Williams has taught in Palm Beach County for eight years. She began her teaching career at Pahokee Middle Senior High School. She then taught at Glades Central High school. She taught reading (Level 1 and Level 2) She joined the staff at John F. Kennedy Middle Magnet School for the 2013-2014 school year. At Glades Central High School 93% of her students made learning gains in the 2012-2013 school year, 97% in the 2011-2012 school year and 99% in the 2010-2011 school year.
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<b>Valerie Barrier</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 2
<b>Areas</b>	Mathematics	
<b>Credentials</b>	DEGREE: BA- Psychology CERTIFICATION: Middle Grades Integrated Curriculum (Grade 5-9)	
<b>Performance Record</b>	Barrier has taught in Palm Beach County for eight years. She began her teaching career at Don Estridge High Tech Middle School under Deborah Johnson. She taught 6th and 7th grade math at the regular, advanced and inclusion level. She joined the staff at John F. Kennedy Middle Magnet School for the 2011-2012 school year. In her first year at JFKMMS, 88% of the lowest 25% in her classes made adequate yearly progress, the following year 74% of her students made adequate progress.	

**Classroom Teachers**

<b># of classroom teachers</b>	57
<b># receiving effective rating or higher</b>	57, 100%
<b># Highly Qualified Teachers</b>	96%
<b># certified in-field</b>	11, 19%
<b># ESOL endorsed</b>	9, 16%
<b># reading endorsed</b>	18, 32%
<b># with advanced degrees</b>	11, 19%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	7, 12%
<b># with 1-5 years of experience</b>	21, 37%
<b># with 6-14 years of experience</b>	20, 35%

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

9, 16%

**Education Paraprofessionals**

**# of paraprofessionals**

2

**# Highly Qualified**

1, 50%

**Other Instructional Personnel**

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

5

**# 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**

Principal:

- Attends teacher recruitment fairs.
- Teacher recognition and celebrations.
- Provides leadership opportunities to qualified teachers.
- Provide professional development opportunities for teachers to meet the needs of specific sub-groups.

Professional Development Team:

- Delivers high-quality PD.
- Coordinates high-quality PD.

Instructional Coaches:

- Regularly visit, monitor and provide on-the-spot training using the coaching continuum.
- Offer professional development sessions based on specific needs identified throughout the school year.

**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**

Assistant Principal: Timothy Nance

-Educator Support Program: ESP is the School District of Palm Beach County's formal program of support for newly hired educators. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning.

Systems of support include

- support team
- staff development opportunities
- supports teachers through the coaching continuum (Literacy & Math)
- observations,

- conferences, and
- written and oral feedback.

ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. ongoing support for teacher with three years or less professional teaching experience.

**# of Years Teaching**

**Less than 1 Year of Teaching**

- J. Battles
- A. Blum
- S. Johnson
- J. Nicholas
- B. Pavluchuck
- L. Sanquini
- M. Wolfe

**1 Full Year of Teaching**

- E. Bradley
- J. Lopez
- M. Lopez
- T. Mallery
- S. Watson

**2 Full Years of Teaching**

- M. Ceasor
- T. Fields
- M. Lee
- C. Vereen

New Teacher Buddy Partnerships will support new teachers in navigating through their first year of teaching in addition to having a ESP Mentor teacher. The Buddy Partnership program is designed to support new teachers on the everyday roles and responsibilities throughout the school year.

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

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

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

John F. Kennedy Middle School's data-based problem-solving process for implementing and monitoring of MTSS is a tiered model of delivery of instruction (Tiers 1-3).

- Core instruction is for all students
- Supplemental instruction is for some students in addition to the core academic and behavior instruction in place.
- Intensive interventions to support few scholars who receive individualized support in addition to the supplemental instruction.

Currently we have 11 reading teachers who offer intensive instruction and one intensive math teacher serving all three grade levels.

Assistant principals, instructional coaches, learning team facilitator, and area specialists serve as teacher support systems.

Small groups and individual student needs are supported by representatives from Safe Schools, ESE Contact, School Psychologist, Speech Language Pathologist, School Counselors, school police officer, and community resource programs.

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

The MTSS/Rtl Leadership Team at JFK Middle Magnet School is as follows:

- \* Principal & Assistant Principals - Provide a common vision for the use of data-based decision making, ensure that the school-based team (SBT) is implementing Rtl, conduct assessment of Rtl skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support Rtl implementation, and communicate with parents regarding school-based Rtl plans and activities.
- \* ESE Contact - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers helping to create interventions.
- \* School Psychologist - Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
- \* Classroom Teachers - Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
- \* Instructional Coaches - Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
- \* Learning Team Facilitator - Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning.
- \* School Counselors - Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, linking child-serving and community agencies to the schools and families to support the child's academic emotional behavior, and social success. Case liaison and interventionists for students in Tier 2 and tier 3.
- \* Community Resource Person - Acting Liaison between parents and school; provides services information to parents requesting outside agencies addressing needs. Provides support to Tier I Students.
- \* Speech and Language Pathologist - Collects data; provides language interventions for suspected language impaired students. Evaluates and Assesses students for speech and language problems.
- \* School Police Officer - Counsel, provide information on behavior and background information regarding legal; school wide information regarding truancy.

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

- Administration monitors fidelity at core, supplemental and intensive
- Tools used by Administration: iObservation and JFK Informal Walkthrough
- SwPBS Team – Data from the PBS Implementation Checklist (PIC), Self Assessment Survey (SAS)

**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**



- SBT data, LTM data, Literacy data
- EDW reports (behavior and academic), TERMS, diagnostic, PBW Data, FCAT, IRLA Reports, student portfolios, Common Assessment Data, Intensive Reading Data, Intensive Math Data
  - Math/Science: ExamView, Florida Achieves
  - Intensive Math: Transmath
  - Intensive Reading: Core K-12, Florida Achieves, Reading Plus, Read 180
  - Language Arts: Core K-12, ExamView
- SwPBS data
- Discipline Dashboard, OSS, ISS, ODR, attendance, tardy
- iObservations
- Formal, Informal, Walkthrough

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

Staff will receive continuous Professional Development in areas that support student achievement and aid in the placement into RtI. These PD opportunities will be available during a school wide PD time: PDD days and during Learning Team Meetings. Data will be disaggregated and individual students who are struggling will be discussed. A plan of action for beginning RtI will be put in place once a problem is identified.

#### **STAFF**

Faculty Meetings, Department meetings, grade level meetings

- Discuss data
- Effective and ineffective strategies
- Progress monitoring
- Staff development

#### **PARENTS**

- Curriculum Night, FCAT Nights, Open House, SAC, Edline blasts, Parent Link
- Contact parent prior to an SBT meeting (invitation to attend meeting)
- Parent Conferences
- Parent University

### **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:** 7,560

Students will be invited to participate in our Before and After School program. (Morning 42 hours/After school 84 hours)

Activities students participate in will be determined by on-going data analysis.

- Instruction In Core Academic Subjects
- Enrichment Activities That Contribute To A Well Rounded Education

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

-Pull and analyze COREK12, Florida Achieves, ExamView, CPS, Diagnostics, Palm Beach Writes and any other benchmark specific common assessment data on a weekly and/or bi-weekly basis

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

Administrative team  
Lead teacher

**Strategy:** Summer Program

**Minutes added to school year:** 6,000

This strategy goes beyond hosting a summer program. In addition to the 4 week (64 hours) Summer Program, JFK will host a Winter Academic Camp (18 hours) and a Spring Academic Camp (18 hours). Activities students participate in will be determined by on-going data analysis.

- Instruction In Core Academic Subjects
- Enrichment Activities That Contribute To A Well Rounded Education

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

-Pull and analyze COREK12, Florida Achieves, ExamView, CPS, Diagnostics, Palm Beach Writes and any other benchmark specific common assessment data on a weekly and/or bi-weekly basis

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

Administrative team  
Lead teacher

**Strategy:** Weekend Program

**Minutes added to school year:** 1,800

Students will be invited to participate in our Saturday Program (10 Saturdays/ 3 hours per Saturday) Activities students participate in will be determined by on-going data analysis.

- Instruction In Core Academic Subjects
- Enrichment Activities That Contribute To A Well Rounded Education

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

-Pull and analyze COREK12, Florida Achieves, ExamView, CPS, Diagnostics, Palm Beach Writes and any other benchmark specific common assessment data on a weekly and/or bi-weekly basis

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

Administrative team  
Lead teacher

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Corey Brooks	Principal
Yarnell Williams	Literacy Coach
Valerie Barrier	Math Coach
Shahira Givens	Social Studies Department Chair
Lakanjala Rideau	Electives Instructor
Celena Johnson	Language Arts Instructor
Indra Miller	Paraprofessional
Joanna Markoulis	ESE Teacher
TBA	Learning Team Facilitator

**How the school-based LLT functions**

The Literacy Leadership Team operates as a unit infusing school-wide literacy efforts by reaching all instructors, who in turn reach all scholars. The team meets the first Wednesday of each month and uses the FCIM to make decisions. The LLT encourages a positive, team-like atmosphere through promoting competition within school-wide initiatives and celebrating successes.

**Major initiatives of the LLT**

The LLT will implement the Independent Reading Level Assessment Framework (IRLA) through Reading and African American Studies. IRLA is a unified standards-based framework for student assessment,

text-leveling, curriculum and instruction. The IRLA includes every Common Core Standard for Reading, both in literature and informational text, as well as those Language standards key to reading success. VocabJourney will be implemented through Language Arts and Social Studies. It is a computer program in a gaming format that is designed to build and enhance vocabulary skills. Students can access VocabJourney anytime, anywhere using their school password.

## Every Teacher Contributes to Reading Instruction

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

To ensure every teacher contributes to the reading improvement of every student the Literacy Coach and Learning Team Facilitator will provide all instructional personnel with PD and coaching support in the various reading strategies used in reading classes. This will empower non reading teachers to infuse these strategies within their lesson plans.

Teachers will also participate in a professional development and book study for Teach Like a Champion, 49 Techniques that Put Students on the Path to College. Teach Like a Champion offers effective teaching techniques to help all teachers, especially those in their first few years, become champions in the classroom. These techniques are concrete, specific, and are easy to put into action the very next day. Training activities at the end of each chapter along with coaching help the teachers further their understanding through reflection and application of the ideas to their own practice.

Strategies for Specific Subjects

-Math classes will incorporate the use of the Passport to Success to log word-based problems, solution and written reflection.

-Language Arts: Writers Workshop (Grade 8),

-Science: Scaffolding content-relevant National Geographic Articles, evidence annotated text

-Social Studies: Exposing students to various Text Feature (timelines, captions, graphs, maps, etc.), informational texts (biographies, periodicals, government documents such as The US Constitution, etc.), VocabJourney

-African-American Studies: 100 Book Challenge/IRLA

-Reading: 100 Book Challenge/IRLA, Reading Plus, Read 180

## 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

John F. Kennedy Middle School is an IB World School and every teacher includes real-world correlations in every lesson. In addition to the IB curriculum, we offer African-American Studies, AVID, Algebra/Geometry Honors, Culinary, CCI, Spanish, Band, and French through dual enrollment. Currently JFK has several students dual enrolled at the neighboring IB high school.

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

E-PAT, Student Course Selection documents, Career Day, visit neighboring Elementary Schools, vertical planning with Suncoast High School, parent involvement opportunities, Showcase of Schools, high school visits and tours.

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

n/a

## 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	40%	29%	No	46%
American Indian				
Asian				
Black/African American	38%	26%	No	44%
Hispanic	50%	44%	Yes	55%
White				
English language learners	33%	21%	No	40%
Students with disabilities	29%	12%	No	36%
Economically disadvantaged	38%	28%	No	45%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	132	19%	25%
Students scoring at or above Achievement Level 4	68	10%	15%

#### 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%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	395	57%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	457	66%	75%

**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)	20	43%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		15%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		20%

**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	116	53%	70%
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	38%	27%	No	44%
American Indian				
Asian				
Black/African American	36%	24%	No	42%
Hispanic	43%	43%	Yes	48%
White				
English language learners	36%	18%	No	42%
Students with disabilities	29%	12%	No	36%
Economically disadvantaged	37%	26%	No	43%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	115	17%	25%
Students scoring at or above Achievement Level 4	50	7%	10%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	381	55%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	444	64%	70%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	70	90%	100%
Middle school performance on high school EOC and industry certifications	63	90%	94%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	33	52%	56%
Students scoring at or above Achievement Level 4	23	37%	44%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		30%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		70%

**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	20	9%	20%
Students scoring at or above Achievement Level 4	12	6%	10%

**Florida Alternate Assessment (FAA)**

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

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		10
Participation in STEM-related experiences provided for students	200	86%	100%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	56	8%	15%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		45%	50%
Students taking CTE industry certification exams	0	0%	100%
Passing rate (%) for students who take CTE industry certification exams		0%	80%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	100%

**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	0	0%	0%
Students who fail a mathematics course	4	1%	0%
Students who fail an English Language Arts course	22	3%	0%
Students who fail two or more courses in any subject	9	1%	0%
Students who receive two or more behavior referrals	9	1%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	135	19%	5%

**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**

Establish a Parent Resource Room (PRR) for parents to receive school and community information, resources from outside agencies, and community services that will focus on healthier (emotional/social/physical) lifestyles. Our Parent University initiative will promote parent involvement during the school day, after school and on Saturdays. Our goals are to foster a positive relationship between the school and parents. Various activities, workshops and informative sessions will be offered throughout the school year.

**PARENT UNIVERSITY:**

Information and workshops will be provided throughout the year.

Sessions will include:

- \*\*\* Edline and Parentlink
- \*\*\* Academic Nights
- All Content Areas
- \*\*\* Report Card Nights
- \*\*\* Accessing and Using Technology (Saturday Sessions)
- \*\*\* Get Your Child Organized for Homework
- \*\*\* Guiding Good Choices
- \*\*\* Unpacking & Understanding the SIP
- \*\*\* School Choice

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Academic Nights	83	10%	20%
Edline Training	0	0%	20%
Accessing and Using Technology	24	3%	25%
Get Your Child Organized for Homework	0	0%	25%
Unpacking & Understanding the SIP	0	0%	20%
School Choice Informative Meeting	0	0%	30%
Report Card Nights	0	0%	50%

**Area 10: Additional Targets**

**Additional targets for the school**

JFK will infuse the content required by Florida Statute 1003.42(2) and School Board 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, and Sacrifices of Veterans.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Teachers infuse content required by statute	57	80%	100%

## Goals Summary

- G1.** Increase student engagement, rigor and relevance throughout the classrooms by providing a technology-rich environment.
- G2.** Students will receive rigorous, relevant, well planned literacy instruction carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.
- G3.** Students will receive rigorous, relevant, well planned math instruction carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.
- G4.** Students will receive rigorous, relevant, well planned, data driven instruction in the science classroom that is carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.

## Goals Detail

**G1. Increase student engagement, rigor and relevance throughout the classrooms by providing a technology-rich environment.**

**Targets Supported**

- All Areas
- 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, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- 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
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Computers
- Mobi
- Classroom Performance System (CPS)
- ipads

- Apple TV
- Application vouchers
- ipad carts
- headphones
- protective cases
- e-readers
- e-book vouchers
- site licences
- hardware (surge protectors, cables, zip-ties, etc.)
- flat screen televisions
- gaming consoles
- video games

**Targeted Barriers to Achieving the Goal**

- Students have limited access to technology within the classrooms.

**Plan to Monitor Progress Toward the Goal**

Student proficiency will increase on diagnostics, common assessments, EOC exams and FCAT.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

Increased proficiency on data from common assessments, diagnostics, EOC exams and FCAT,

**G2.** Students will receive rigorous, relevant, well planned literacy instruction carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.

### **Targets Supported**

- All Areas
- 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)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- STEM
- EWS
- EWS - Middle School
- Additional Targets

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

- Teach Like a Champion Books for ALL Staff members
- Anchor Chart Paper
- Laminating Film
- Poster Maker Paper
- Copy Paper
- Writing Journals/Binders
- IRLA
- Reading Plus Technology

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

- Instructional staff has limited knowledge and training on providing instruction on effective reading strategies in all subject areas.
- Current computers lack sufficient disc space/speed to utilize available technology.
- All subject areas do not have classroom libraries.
- Students are reading several years below grade level which impacts their success in all content areas.

## Plan to Monitor Progress Toward the Goal

-The Administrative Team will monitor teachers' implementation of the techniques (as they are rolled out during the book study and PD sessions) and the impact it has on student learning -- Administrative walkthroughs, classroom visits should find frequent, observable use of all available technology. - Objective versus subjective review by Administrative Staff and Area Reading specialist to determine rigor and value of planned lessons as well as measurable performance on common assessments. - The effectiveness of instruction during all extended learning opportunities (Before/After school, Holiday camps, and Saturday tutorial programs)

### **Person or Persons Responsible**

Principal, Reading AP, Area Reading Specialist and Reading Coach

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

On-going/weekly

### **Evidence of Completion:**

Administrative Team's Evidence: Walkthrough documentation/data collected will be maintained in administrative data notebooks. Teacher & Staff Evidence: -Lesson Plans will include specific TLaC techniques -Teachers will use the techniques as appropriate through the school day - Usage reports for Reading Plus and Read 180, copies of data analysis forms from CORE K12 and Florida Achieves - Scores on common assessments and District diagnostic tests. -Data analysis of students enrolled in academic programs held beyond the regular school day

**G3.** Students will receive rigorous, relevant, well planned math instruction carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.

**Targets Supported**

- 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)
- Algebra 1 EOC
- Geometry EOC
- Parental Involvement
- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- Classroom Performance System units (One set per classroom)
- Mobi Interwrite Tablets (One per classroom)
- Lesson Plans researched and designed by Area 4 Specialist to assist with rigor and relevance
- Gizmos interactive widgets, other interactive websites available on District and Area 4 websites

**Targeted Barriers to Achieving the Goal**

- Current teacher computers lack sufficient disc space/speed to utilize available technology. Teachers encounter difficulties using CPS, Mobis, Gizmos, Interactive Websites
- Capacity of instructional staff requires building and enhancement. Staff includes members who are within their first three years of teaching or are new to the curriculum.
- Lack of adequate time for common planning for lesson plan development, lesson study, modeling best practices/strategies.

**Plan to Monitor Progress Toward the Goal**

- Administrative walkthroughs, classroom visits should find frequent, observable use of all available technology. - Objective versus subjective review by Administrative Staff and Area Math specialist to determine rigor and value of planned lessons as well as measurable performance on common assessments.

**Person or Persons Responsible**

Principal, Math AP, Area Math Specialist and Math Coach

**Target Dates or Schedule:**

On-going/weekly

**Evidence of Completion:**

- Loggable hours on websites (Gizmos, Reflex, etc.), copies of data analysis forms from CPS, Examview.
- Scores on common assessments and District diagnostic tests.



**G4.** Students will receive rigorous, relevant, well planned, data driven instruction in the science classroom that is carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.

### **Targets Supported**

- Science - Middle School

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

- Teachers will collect student common assessment data using Exam View Test Manager.
- Teachers will collect individual benchmark progress monitoring data using a CPS controller system.
- Teachers will use Florida Achieves and FCAT Explorer to build carefully aligned common assessments.
- Teachers will conduct checks for understanding using response-white boards and markers for data collection from the students
- 6th, 7th, and 8th Grade FCAT Buckle Down Science Booklets will be used as review/tutorial resource for students. Assessments that mirror the FCAT 2.0 Science Assessment will also build stamina.
- 6th, 7th, and 8th Grade FCAT Coach Science Booklets will be used as a review/tutorial resource for students.
- FCAT 2.0 8th Grade Item Specifications will be used to ensure Unit Plans are aligned with tested content.
- Hands On Labs, Gizmos, and Discovery Education are some of the main resources to provide an interactive, inquiry based approach to the delivery of science instruction.
- Unit Lesson Plan Templates will provide a detailed focus while allowing for a backwards design to lesson planning.
- Focus calendars will allow for an instructional focus on content while also ensuring effective pacing of the instructional material.

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

- Instructional staff has limited experience in using data collection systems, such as Exam View Manager and CPS controller systems, to analyze data for reteach/review, monitoring student progress, and differentiation of instructional practices based on data feedback.
- Instructional staff has limited experience in differentiated their instructional practices as well as their content delivery based on student needs.
- Instructional staff has limited experience to properly plan with the end goals and objectives in mind.
- Students are challenged in reaching proficiency with assessments that have high levels of rigor.
- Students are challenged to write lab-reports with strong-evidence supported conclusions.
- Instructional Staff has limited experience in finding effective resources for reading in the content area of science.

## Plan to Monitor Progress Toward the Goal

Common assessments, fall and winter diagnostics, quarter and semester exams.

### **Person or Persons Responsible**

Science AP Science Specialist

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

Biweekly-Common Assessments Quarter Exams-end of 1st and 3rd quarter Semester Exam-December  
Winter Diagnostics-December FCAT 2.0 8th Grade Science Exam-April

### **Evidence of Completion:**

Common planning agendas Classroom walkthroughs Winter Diagnostics Unit lesson Plans FCAT 2.0 8th  
Grade Science Exam

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase student engagement, rigor and relevance throughout the classrooms by providing a technology-rich environment.

**G1.B1** Students have limited access to technology within the classrooms.

**G1.B1.S1** Provide teachers with necessary technology in the classrooms.

#### Action Step 1

Technology will be installed in classrooms.

#### Person or Persons Responsible

Administration Technology team STST

#### Target Dates or Schedule

December 31 2013

#### Evidence of Completion

Technology will be evident in appropriate classrooms. Proficiency will improve on diagnostic testing, common assessments and FCAT.

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

Technology will be purchased and installed into classrooms.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

December 31 2013

#### Evidence of Completion

Technology will be in the classrooms.

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

Student proficiency will increase on diagnostics, common assessments, EOC exams and FCAT.

### Person or Persons Responsible

Administration Instructional Coaches

### Target Dates or Schedule

ongoing

### Evidence of Completion

Target goals will be met and school grade will increase.

**G2.** Students will receive rigorous, relevant, well planned literacy instruction carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.

**G2.B1** Instructional staff has limited knowledge and training on providing instruction on effective reading strategies in all subject areas.

**G2.B1.S1** Teachers use strategies from Teach Like a Champion: 49 Techniques that Put Students on the Path to College.

### Action Step 1

-Provide overview training to staff -Distribute Books and create Book Study and PD Schedule -Lead Book Study Sessions -Provide PD & Implementation Resources -Conduct Classroom Walkthroughs

### Person or Persons Responsible

Administrative Team Professional Development Team

### Target Dates or Schedule

-Professional Development Days -Bi-weekly Book Study Focus Groups through common planning times and/or Learning Team Meetings

### Evidence of Completion

-Sign In Sheets for Book Study Sessions & PD -Book Sign-out sheet -Techniques & Strategies Posted throughout the school -Walkthrough Logs

### Facilitator:

Professional Development Team

### Participants:

Faculty and Staff

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

The Administrative Team will monitor teachers implementation of the techniques (as they are rolled out during the book study and PD sessions) and the impact it has on student learning

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

Administrative Team Professional Development Team

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

Weekly via classroom walkthroughs

#### **Evidence of Completion**

-Administrative Team will conduct weekly classrooms walkthroughs monitoring teacher implementation of techniques. - Teachers & Staff Evidence:- Lesson plans will include specific TLaC techniques as appropriate.

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

Teachers are properly showing evidence of TLaC strategies.

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

Administrative Team Professional Team

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

Bi-Weekly walkthroughs

#### **Evidence of Completion**

- Teachers & Staff Evidence:- Lesson plans will include specific TLaC techniques as appropriate. - Techniques & Strategies Posted throughout the school -Walkthrough Logs

**G2.B1.S2** Provide on-going professional development on Professional Development Days, during common planning times, before school, after school and on Saturdays (teachers paid for attending) Instructional staff will receive ongoing professional development for teaching reading strategies. Reading teachers will be provided individualized PD through the coaching continuum.

### **Action Step 1**

Reading Coach & Area Specialist will circulate daily through language arts and reading classrooms with strict adherence to the coaching continuum. All reading teachers will rotate through the continuum throughout the school year.

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

Administrative team Reading Coach Area Reading Specialist

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

-daily via coaching continuum -biweekly common planning meetings -monthly department meetings

#### **Evidence of Completion**

- Coaching logs - Observable Increase in use of best teaching practices - Improved scores on common assessments/diagnostics

#### **Facilitator:**

Reading Coach and Area Reading Specialist

#### **Participants:**

Reading Teachers Language Arts Teachers as needed

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2**

- Coaches can be observed modeling lessons for teachers; - Teachers can be observed modeling lessons for each other during common planning; - Teacher classroom performance can be compared to debriefing log to check for use of new teaching strategy/behavior

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

Administrative team Reading Coach Area Reading Specialist

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

- weekly at Area coaches meetings - daily/weekly administrative walkthroughs

#### **Evidence of Completion**

- Coaching logs - Observable Increase in use of best teaching practices - Improved scores on common assessments/diagnostics

## Plan to Monitor Effectiveness of G2.B1.S2

- Teacher classroom performance can be compared to debriefing log to check for use of new teaching strategy/behavior - use of iObservation to monitor teacher effectiveness

### Person or Persons Responsible

Administrative team Reading Coach Area Reading Specialist

### Target Dates or Schedule

- weekly at Area coaches meetings - daily/weekly administrative walkthroughs

### Evidence of Completion

- Coaching logs - Observable Increase in use of best teaching practices - Improved scores on common assessments/diagnostics

## G2.B2 Current computers lack sufficient disc space/speed to utilize available technology.

**G2.B2.S1** Computers will be updated with sufficient space/speed to utilize available technology.

### Action Step 1

Administration will purchase and technology will install additional memory in reading classrooms.

### Person or Persons Responsible

Administrative Team Technology Team

### Target Dates or Schedule

October 30th, 2013

### Evidence of Completion

Administration will verify that additional memory has been installed in all reading classrooms.

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

Reading coach will test run all software in all reading classrooms.

### Person or Persons Responsible

Administrative Team Reading Coach

### Target Dates or Schedule

October 30th, 2013

### Evidence of Completion

Reading Teachers and Students will be able to utilize reading software.

### Plan to Monitor Effectiveness of G2.B2.S1

Reading coach and technology will check that all reading computers are able to access reading technology.

#### Person or Persons Responsible

Administrative Team Reading Coach Technology Team Reading Teachers

#### Target Dates or Schedule

Reading Teachers- Daily Basis Technology Team- As needed

#### Evidence of Completion

Teacher and Student computers are able to access reading technology.

**G2.B3** All subject areas do not have classroom libraries.

**G2.B3.S1** Provide all classrooms with content related libraries.

#### Action Step 1

All classrooms will have a library consisting of books related to the content area for all reading levels.

#### Person or Persons Responsible

Administrative Team Literacy Leadership Team

#### Target Dates or Schedule

October 30th, 2013

#### Evidence of Completion

All classrooms will have a library consisting of books related to the content area for all reading levels.

### Plan to Monitor Fidelity of Implementation of G2.B3.S1

Classroom library will consist of content related, high interest books on all reading levels.

#### Person or Persons Responsible

Administrative Team Literacy Leadership Team

#### Target Dates or Schedule

October 30th, 2013

#### Evidence of Completion

Literacy Leadership Team will find evidence of content related books in appropriate classrooms and available on all reading levels.



### Plan to Monitor Effectiveness of G2.B3.S1

Teachers will implement time in lesson plans for students to use classroom libraries.

#### Person or Persons Responsible

Administrative Team Literacy Leadership Team

#### Target Dates or Schedule

Bi-Weekly walkthroughs

#### Evidence of Completion

- All content areas will include allotted time for reading using the classroom library books in their unit plans. - Every classroom will have a book sign-out log for their classroom library.

**G2.B4** Students are reading several years below grade level which impacts their success in all content areas.

**G2.B4.S1** Provides additional learning opportunities to students beyond regular school hours.

#### Action Step 1

- Target Students using current diagnostic data to participate in extended learning opprotunities - Before/After School Tutorial -Saturday Tutorial -Holiday Camps -Summer Programs

#### Person or Persons Responsible

Administrative Team Instructional Staff Lead Teacher Paraprofessionals

#### Target Dates or Schedule

Start Date: October 21st 2013

#### Evidence of Completion

-Teacher sign-in sheets -Student attendance -Lesson plans

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

-Student participation - Lesson plans - Quality of teaching and learning through walkthroughs

#### Person or Persons Responsible

Administrative Team Instructional Coaches Lead Teacher

#### Target Dates or Schedule

-Weekly - Daily as needed

#### Evidence of Completion

-Student Attendance - Lesson plans submitted -Walkthroughs documentation

### Plan to Monitor Effectiveness of G2.B4.S1

-Evident growth in student data collected during regular school day - If growth is not evident an action plan based on data will be developed

#### Person or Persons Responsible

Administrative Team Lead Teacher

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

-Data Analysis documentation -Action plans when applicable

**G3.** Students will receive rigorous, relevant, well planned math instruction carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.

**G3.B1** Current teacher computers lack sufficient disc space/speed to utilize available technology. Teachers encounter difficulties using CPS, Mobis, Gizmos, Interactive Websites

**G3.B1.S1** Upgrade memory/capacity of teacher computers in all math classrooms.

#### Action Step 1

Administration will purchase and technology will install additional memory in 14 math classrooms.

#### Person or Persons Responsible

Administrative team (Principal) Technology team

#### Target Dates or Schedule

October 30th 2013

#### Evidence of Completion

Administration will verify that additional memory has been installed in all math classrooms.

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

Math coaches will test run all software in all math classrooms.

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

Administrative team Math coaches

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

October 30th 2013

#### **Evidence of Completion**

All math computers will shift between applications in 15 seconds or less.

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

Math coaches and technology will check that all math computers are shifting between applications in 15 seconds or less.

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

Administrative staff Math coaches Technology team

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

Weekly basis

#### **Evidence of Completion**

The computers are shifting between applications in 15 seconds or less.

**G3.B1.S2** Provide additional technology training through Department meetings and common planning periods

**Action Step 1**

Gizmo training Mobi training CPC training Interactive textbook training Examview training Examview player training Edmodo training Reflex training Edline training

**Person or Persons Responsible**

Administrative team Technology team Math coach Math Department Chair

**Target Dates or Schedule**

biweekly common planning meetings monthly department meetings

**Evidence of Completion**

Sign-in sheets from trainings

**Facilitator:**

Math coach Technology team

**Participants:**

Required Participants: Math Teachers he Math Department Optional: All teachers other then t

**Plan to Monitor Fidelity of Implementation of G3.B1.S2**

The Administrative team will monitor for fidelity of implementation by observing the training.

**Person or Persons Responsible**

Administrative team Math coaches Math Department Chair

**Target Dates or Schedule**

weekly

**Evidence of Completion**

Teachers will be able to demonstrate usage of the technology at the end of each training.

## Plan to Monitor Effectiveness of G3.B1.S2

Effectiveness will be determined through observation of math teachers..

### Person or Persons Responsible

Administrative team Math coaches Math Department Chair

### Target Dates or Schedule

weekly

### Evidence of Completion

Math teachers will effortlessly use all available technology daily.

**G3.B2** Capacity of instructional staff requires building and enhancement. Staff includes members who are within their first three years of teaching or are new to the curriculum.

**G3.B2.S1** ESP mentoring program, school appointed math coach, Math Specialist and PAR teacher to provide mentoring and coaching to help develop and employ best teaching practices, assigning experienced mentors to new teachers.

### Action Step 1

Assign mentors to new teachers. Provide weekly coaching.

### Person or Persons Responsible

Administrative team Clinical Education Teachers Math Coach Math Specialist PAR teacher

### Target Dates or Schedule

Clin Ed/bimonthly Math coach/weekly Math specialist/weekly PAR teacher/weekly

### Evidence of Completion

Documentation from mentors and coaches.

### Facilitator:

Math Coach Math Specialist PAR Teacher

### Participants:

New Teachers

### Plan to Monitor Fidelity of Implementation of G3.B2.S1

Productive mentoring and coaching is taking place.

**Person or Persons Responsible**

Administrative team Area 4

**Target Dates or Schedule**

weekly monthly

**Evidence of Completion**

New teachers are showing evidence of growth in areas of concern.

### Plan to Monitor Effectiveness of G3.B2.S1

Through classroom walkthroughs administration will see evidence of growth in areas of concerns.

**Person or Persons Responsible**

Administrative team Area 4

**Target Dates or Schedule**

twice a month

**Evidence of Completion**

walkthroughs (iObservation)

**G3.B2.S2** Provide on-going professional development on Professional Development Days, during common planning times, before school, after school and on Saturdays (teachers paid for attending)

### **Action Step 1**

Math Coach & Area Specialist will circulate daily through math classrooms with strict adherence to the coaching continuum (Lastinger Institute Model). All math teachers will rotate through the continuum throughout the school year.

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

Administrative team Math Coach Area Math Specialist

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

-daily via coaching continuum -biweekly common planning meetings -monthly department meetings

#### **Evidence of Completion**

- Coaching logs - Observable Increase in use of best teaching practices - Improved scores on common assessments/diagnostics

#### **Facilitator:**

Math Coach Area Math Specialist

#### **Participants:**

Math Teachers

### **Plan to Monitor Fidelity of Implementation of G3.B2.S2**

- Coaches can be observed modeling lessons for teachers; - Teachers can be observed modeling lessons for each other during common planning; - Teacher classroom performance can be compared to debriefing log to check for use of new teaching strategy/behavior

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

Administrative team Math Coach Area Math Specialist

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

- weekly at Area coaches meetings - daily/weekly administrative walkthroughs

#### **Evidence of Completion**

- Coaching logs - Observable Increase in use of best teaching practices - Improved scores on common assessments/diagnostics

## Plan to Monitor Effectiveness of G3.B2.S2

- Teacher classroom performance can be compared to debriefing log to check for use of new teaching strategy/behavior - use of iObservation to monitor teacher effectiveness

### Person or Persons Responsible

Administrative team Math Coach Area Math Specialist

### Target Dates or Schedule

- weekly at Area coaches meetings - daily/weekly administrative walkthroughs

### Evidence of Completion

- Coaching logs - Observable Increase in use of best teaching practices - Improved scores on common assessments/diagnostics

**G3.B3** Lack of adequate time for common planning for lesson plan development, lesson study, modeling best practices/strategies.

**G3.B3.S1** Implement a rotating (sliding) schedule to ensure extended planning periods are provided to teachers (approximately 1 hour and 45 minutes) weekly for each grade level; in addition to regularly scheduled 52 minute common planning sessions.

### Action Step 1

Provide teachers with guidance & support in creating: 1) lesson plans (what's being taught) 2) lesson DELIVERY plans (How they DELIVER instruction to meet the needs of all students)

### Person or Persons Responsible

Administrative team Technology team Math coaches Math Department Chair

### Target Dates or Schedule

biweekly common planning meetings monthly department meetings

### Evidence of Completion

-Lesson Plans -Coaching Logs -Administrative Walkthrough Forms -Sign-In Sheets

### Facilitator:

Math Coach Area Math Specialist

### Participants:

Administrative team Technology team Math coaches Math Department Chair



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

-Attendance & Active Participation in Common Planning Sessions

**Person or Persons Responsible**

Administrative Team Math Coach Area Math Specialist

**Target Dates or Schedule**

Weekly Daily, as needed

**Evidence of Completion**

Lesson Plans Walkthrough Logs (Coach & Administrative)

### Plan to Monitor Effectiveness of G3.B3.S1

-Similar delivery of lesson material -Pacing should be similar across grade levels

**Person or Persons Responsible**

Administrative Team Math Coach Area Math Specialist

**Target Dates or Schedule**

Daily, as need. Gradual Release to weekly.

**Evidence of Completion**

-Common Assessments given on the scheduled date -Students demonstrate growth in the specific content taught

**G4.** Students will receive rigorous, relevant, well planned, data driven instruction in the science classroom that is carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.

**G4.B1** Instructional staff has limited experience in using data collection systems, such as Exam View Manager and CPS controller systems, to analyze data for reteach/review, monitoring student progress, and differentiation of instructional practices based on data feedback.

**G4.B1.S1** Provide professional development on the use of the data collection systems.

**Action Step 1**

Training and professional development on the data collection systems. Continued support of analyzing data as well as purchase of CPS systems for science

**Person or Persons Responsible**

Science AP Instructional Specialist

**Target Dates or Schedule**

Professional Development sessions begin Sept 6th and continuing biweekly during common planning sessions. Purchase of CPS controllers will take place by September 30th.

**Evidence of Completion**

Common Assessment Data in Data Binder. Common Planning Agendas. Professional Development Agendas. Classroom Walkthroughs (i-Observation)

**Facilitator:**

Science AP and Science Specialist

**Participants:**

Science Teachers

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

Walkthroughs during science common planning Observation of data binders.

**Person or Persons Responsible**

Science AP Science Specialist

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Review of data binders Common assessment data

## Plan to Monitor Effectiveness of G4.B1.S1

Successful observation of teachers manipulating data collection systems during common planning.

### Person or Persons Responsible

Science AP Science Specialist

### Target Dates or Schedule

Biweekly-Common Assessments Quarter Exams-end of 1st and 3rd quarter Semester Exam-December Winter Diagnostics-December FCAT 2.0 8th Grade Science Exam-April

### Evidence of Completion

Student progress through common assessments, winter diagnostics, quarter and semester exams.

**G4.B1.S2** Provide professional development and ongoing support on how to analyze data, group students based on data, and monitoring student progress.

### Action Step 1

Professional Development on Analyzing Data and Grouping Students

#### Person or Persons Responsible

Administration Science Specialist

#### Target Dates or Schedule

September 30th-June 1st

#### Evidence of Completion

Professional Development Agenda and Sign In Sheet. Classroom Walkthroughs Student Grouping Logs

#### Facilitator:

Administration and Science Specialist

#### Participants:

Science Teachers

### **Plan to Monitor Fidelity of Implementation of G4.B1.S2**

Monitor teachers analyzing data during common planning, grouping students, monitoring student progress.

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

Science AP Science Specialist

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

Weekly Classroom Walkthroughs (i-Observation)

#### **Evidence of Completion**

Exam View data analysis found in data binder Student Grouping Logs Tracking Student Progress through common assessments, diagnostics and semester exam.

### **Plan to Monitor Effectiveness of G4.B1.S2**

Evidence will include analyzing data in teacher binder, grouping students from data, and using student analysis reports to monitor student progress.

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

Science AP Science Specialist

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

Biweekly-Common Assessments Quarter Exams-end of 1st and 3rd quarter Semester Exam-December Winter Diagnostics-December FCAT 2.0 8th Grade Science Exam-April Walkthroughs-weekly

#### **Evidence of Completion**

Student progress through common assessments, winter diagnostics, quarter and semester exams.

**G4.B2** Instructional staff has limited experience in differentiated their instructional practices as well as their content delivery based on student needs.

**G4.B2.S1** Provide professional development on strategies for differentiated instruction based on student data.

**Action Step 1**

Professional development on differentiated instruction for instructional strategies and science content.

**Person or Persons Responsible**

Science AP Science Specialist

**Target Dates or Schedule**

Before Sept 6th-June 1st

**Evidence of Completion**

Professional Development Agenda and Sign In Sheet Classroom walkthroughs Common assessment data Diagnostic data

**Facilitator:**

Science AP and Science Specialist

**Participants:**

Science Teachers

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

Evidence of student grouping based on data Data Analysis found in data binder from common assessments and diagnostics. Evidence of differentiation of instruction during classroom walkthroughs.

**Person or Persons Responsible**

Science AP Science Specialist

**Target Dates or Schedule**

Weekly Classroom Walkthroughs

**Evidence of Completion**

Lesson Plans Walkthrough Logs (Administrative)

## Plan to Monitor Effectiveness of G4.B2.S1

Classroom walkthroughs that checks for the delivery of Differentiated Instruction

### Person or Persons Responsible

Science AP Science Specialist

### Target Dates or Schedule

Biweekly-Common Assessments Quarter Exams-end of 1st and 3rd quarter Semester Exam-December Winter Diagnostics-December FCAT 2.0 8th Grade Science Exam-April Classroom walkthroughs-weekly

### Evidence of Completion

Student progress through common assessments, winter diagnostics, quarter and semester exams.

**G4.B2.S2** Implement the coaching continuum focusing on differentiation of instructional strategies and content delivery.

### Action Step 1

Coaching Continuum will take place to model for teachers the strategies used to differentiate instruction.

#### Person or Persons Responsible

Administration Science specialist Science teachers

#### Target Dates or Schedule

September 6th-June 1st

#### Evidence of Completion

Classroom Walkthroughs Science Specialist Logs

#### Facilitator:

Science AP Area Science SPecialist

#### Participants:

Science Teachers

### **Plan to Monitor Fidelity of Implementation of G4.B2.S2**

Evidence will consist of coaching continuum logs and reflections sheets.

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

Science AP Science Specialist

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

Once a month as needed

#### **Evidence of Completion**

Teachers demonstrate the strategies needed to differentiate instruction during classroom walkthroughs (i-Observation)

### **Plan to Monitor Effectiveness of G4.B2.S2**

Successful implementation will be collected from students closing the gap on indicated weak areas from their common assessments, fall diagnostics, and winter diagnostics.

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

Science AP Science Specialist

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

Biweekly-Common Assessments Quarter Exams-end of 1st and 3rd quarter Semester Exam-December Winter Diagnostics-December FCAT 2.0 8th Grade Science Exam-April

#### **Evidence of Completion**

Student progress through common assessments, winter diagnostics, quarter and semester exams.

**G4.B3** Instructional staff has limited experience to properly plan with the end goals and objectives in mind.

**G4.B3.S1** Creating common assessments, objectives, and essential questions, before instructional planning takes place to ensure teachers have clear targets when aligning resources for their unit lesson plans.

**Action Step 1**

Creating common assessments, objectives, and essential questions that will support the unit lesson plan.

**Person or Persons Responsible**

Science AP Science Specialist

**Target Dates or Schedule**

August 23rd-June 1st

**Evidence of Completion**

Common Assessments Unit Lesson Plans Aligned instructional delivery from walkthrough data

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

Observing the development of common assessments, student objectives, essential questions during common planning. Look for aligned targeted instruction during instructional delivery.

**Person or Persons Responsible**

Science AP Science Specialist

**Target Dates or Schedule**

Biweekly Common Planning Weekly walkthroughs

**Evidence of Completion**

Unit Lesson Plans Common Assessments Aligned targeted instruction



### Plan to Monitor Effectiveness of G4.B3.S1

Common assessments are aligned to Item Specs. Student objectives are aligned to Item Specs Essential Questions are aligned to objectives. Aligned targeted instruction takes place based on item specs.

#### Person or Persons Responsible

Science AP Science Specialist

#### Target Dates or Schedule

Biweekly-Common Assessments Quarter Exams-end of 1st and 3rd quarter Semester Exam-December Winter Diagnostics-December FCAT 2.0 8th Grade Science Exam-April Walkthroughs-weekly

#### Evidence of Completion

Student progress through common assessments, winter diagnostics, quarter and semester exams.

**G4.B4** Students are challenged in reaching proficiency with assessments that have high levels of rigor.

**G4.B4.S1** Create common assessments with at least 80% high and medium level questions.

#### Action Step 1

Common Assessments will be created with high levels of rigor.

#### Person or Persons Responsible

Science AP Science Specialist Science Teachers

#### Target Dates or Schedule

August 30th-June 1st

#### Evidence of Completion

Aligned Common Assessments for each unit with at least 80% medium and high level questions.

### **Plan to Monitor Fidelity of Implementation of G4.B4.S1**

An item analysis chart will be created to ensure questions are aligned as well as 80% medium or high level.

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

Science AP Science Specialist

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

Common planning -biweekly Weekly walkthroughs (i-Observation)

#### **Evidence of Completion**

Aligned Common Assessments in which students are assessed with every unit. Data from item analysis charts.

### **Plan to Monitor Effectiveness of G4.B4.S1**

Aligned Common Assessments with at least 80% medium and high level questions.

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

Science AP Science specialist Science teachers

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

Biweekly-Common Assessments Quarter Exams-end of 1st and 3rd quarter Semester Exam-December Winter Diagnostics-December FCAT 2.0 8th Grade Science Exam-April Classroom walkthroughs (i-Observation)-weekly

#### **Evidence of Completion**

Student progress through common assessments, winter diagnostics, quarter and semester exams.

**G4.B5** Students are challenged to write lab-reports with strong-evidence supported conclusions.

**G4.B5.S1** Create a rubric for a lab report that supports evidence based conclusions.

**Action Step 1**

Science team will collaborate to create a department wide lab report rubric will be created to address the major components of a lab report including; hypothesis, procedure, data collection, and conclusion.

**Person or Persons Responsible**

Science AP Science Specialist Science Teachers

**Target Dates or Schedule**

October 30th-June 1st

**Evidence of Completion**

Lab report rubrics are being utilized for descriptive feedback with students.

**Facilitator:**

Science AP Science Specialist

**Participants:**

Science Teachers

**Plan to Monitor Fidelity of Implementation of G4.B5.S1**

Student lab reports with descriptive feedback will be placed into student binders.

**Person or Persons Responsible**

Science AP Science Specialist

**Target Dates or Schedule**

Weekly walkthroughs (i-Observation)

**Evidence of Completion**

Student lab reports with descriptive feedback.

## Plan to Monitor Effectiveness of G4.B5.S1

Lab report rubrics will be collected and analyzed for cohesiveness and clarity for goals and objectives. Student work will be compared to rubric to ensure proper implementation is taking place.

### Person or Persons Responsible

Science AP Science Specialist Science Teacher

### Target Dates or Schedule

Biweekly-Common Assessments Quarter Exams-end of 1st and 3rd quarter Semester Exam-December Winter Diagnostics-December FCAT 2.0 8th Grade Science Exam-April Student lab reports-monthly

### Evidence of Completion

Student progress through common assessments, winter diagnostics, quarter and semester exams.

**G4.B6** Instructional Staff has limited experience in finding effective resources for reading in the content area of science.

**G4.B6.S1** Use reading strategies, such as "marking up the text" from National Geographic for reading in the content area.

### Action Step 1

Reading strategies, such as marking up the text, will be used in the content area of science.

### Person or Persons Responsible

Science AP Science Specialist Science Teachers

### Target Dates or Schedule

Once a month for the academic year

### Evidence of Completion

Articles with "marked up text" being evident.

### Facilitator:

Reading Coach Science AP

### Participants:

Science Teachers

### **Plan to Monitor Fidelity of Implementation of G4.B6.S1**

Observation of professional development of reading strategies. Observation of reading strategies being implemented in the classroom. Student binders containing articles with reading strategies evident in the text.

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

Science AP Science Specialist

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

Monthly throughout the academic year.

#### **Evidence of Completion**

Classroom walkthroughs (i-Observations) Student work with descriptive feedback.

### **Plan to Monitor Effectiveness of G4.B6.S1**

Checklist of reading strategies and articles being used throughout the year for each teacher. Successful implementation will demonstrate student work with effective comprehension of the material.

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

Science AP Science Specialist

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

Biweekly-Common Assessments Quarter Exams-end of 1st and 3rd quarter Semester Exam-December Winter Diagnostics-December FCAT 2.0 8th Grade Science Exam-April

#### **Evidence of Completion**

Student progress through common assessments, winter diagnostics, quarter and semester exams.

## Coordination and Integration

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

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

#### Title 1 Part A:

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team Meetings. We install an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

In addition to Title school requirements, funds will be coordinated and integrated in the school:

- Before, After school and Saturday Tutorial Programs
- Academic Coaches
- Parent University
- Non-Instructional Staff which support increasing parent involvement and students achievement
- Professional Development Opportunities (Travel, consultants, supplies, etc.)
- Technology (iPads, iPad Carts, App Vouchers, Software/site license, SmartBoards, CPS, Mobis, )
- Academic Supplies & Consumables
- Choice Program Supplies & Consumables

## 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.*

**G2.** Students will receive rigorous, relevant, well planned literacy instruction carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.

**G2.B1** Instructional staff has limited knowledge and training on providing instruction on effective reading strategies in all subject areas.

**G2.B1.S1** Teachers use strategies from Teach Like a Champion: 49 Techniques that Put Students on the Path to College.

### PD Opportunity 1

-Provide overview training to staff -Distribute Books and create Book Study and PD Schedule -Lead Book Study Sessions -Provide PD & Implementation Resources -Conduct Classroom Walkthroughs

#### Facilitator

Professional Development Team

#### Participants

Faculty and Staff

#### Target Dates or Schedule

-Professional Development Days -Bi-weekly Book Study Focus Groups through common planning times and/or Learning Team Meetings

#### Evidence of Completion

-Sign In Sheets for Book Study Sessions & PD -Book Sign-out sheet -Techniques & Strategies Posted throughout the school -Walkthrough Logs

**G2.B1.S2** Provide on-going professional development on Professional Development Days, during common planning times, before school, after school and on Saturdays (teachers paid for attending) Instructional staff will receive ongoing professional development for teaching reading strategies. Reading teachers will be provided individualized PD through the coaching continuum.

**PD Opportunity 1**

Reading Coach & Area Specialist will circulate daily through language arts and reading classrooms with strict adherence to the coaching continuum. All reading teachers will rotate through the continuum throughout the school year.

**Facilitator**

Reading Coach and Area Reading Specialist

**Participants**

Reading Teachers Language Arts Teachers as needed

**Target Dates or Schedule**

-daily via coaching continuum -biweekly common planning meetings -monthly department meetings

**Evidence of Completion**

- Coaching logs - Observable Increase in use of best teaching practices - Improved scores on common assessments/diagnostics



**G3.** Students will receive rigorous, relevant, well planned math instruction carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.

**G3.B1** Current teacher computers lack sufficient disc space/speed to utilize available technology. Teachers encounter difficulties using CPS, Mobis, Gizmos, Interactive Websites

**G3.B1.S2** Provide additional technology training through Department meetings and common planning periods

**PD Opportunity 1**

Gizmo training Mobi training CPC training Interactive textbook training Examview training Examview player training Edmodo training Reflex training Edline training

**Facilitator**

Math coach Technology team

**Participants**

Required Participants: Math Teachers he Math Department Optional: All teachers other then t

**Target Dates or Schedule**

biweekly common planning meetings monthly department meetings

**Evidence of Completion**

Sign-in sheets from trainings

**G3.B2** Capacity of instructional staff requires building and enhancement. Staff includes members who are within their first three years of teaching or are new to the curriculum.

**G3.B2.S1** ESP mentoring program, school appointed math coach, Math Specialist and PAR teacher to provide mentoring and coaching to help develop and employ best teaching practices, assigning experienced mentors to new teachers.

**PD Opportunity 1**

Assign mentors to new teachers. Provide weekly coaching.

**Facilitator**

Math Coach Math Specialist PAR Teacher

**Participants**

New Teachers

**Target Dates or Schedule**

Clin Ed/bimonthly Math coach/weekly Math specialist/weekly PAR teacher/weekly

**Evidence of Completion**

Documentation from mentors and coaches.

**G3.B2.S2** Provide on-going professional development on Professional Development Days, during common planning times, before school, after school and on Saturdays (teachers paid for attending)

**PD Opportunity 1**

Math Coach & Area Specialist will circulate daily through math classrooms with strict adherence to the coaching continuum (Lastinger Institute Model). All math teachers will rotate through the continuum throughout the school year.

**Facilitator**

Math Coach Area Math Specialist

**Participants**

Math Teachers

**Target Dates or Schedule**

-daily via coaching continuum -biweekly common planning meetings -monthly department meetings

**Evidence of Completion**

- Coaching logs - Observable Increase in use of best teaching practices - Improved scores on common assessments/diagnostics

**G3.B3** Lack of adequate time for common planning for lesson plan development, lesson study, modeling best practices/strategies.

**G3.B3.S1** Implement a rotating (sliding) schedule to ensure extended planning periods are provided to teachers (approximately 1 hour and 45 minutes) weekly for each grade level; in addition to regularly scheduled 52 minute common planning sessions.

**PD Opportunity 1**

Provide teachers with guidance & support in creating: 1) lesson plans (what's being taught) 2) lesson DELIVERY plans (How they DELIVER instruction to meet the needs of all students)

**Facilitator**

Math Coach Area Math Specialist

**Participants**

Administrative team Technology team Math coaches Math Department Chair

**Target Dates or Schedule**

biweekly common planning meetings monthly department meetings

**Evidence of Completion**

-Lesson Plans -Coaching Logs -Administrative Walkthrough Forms -Sign-In Sheets

**G4.** Students will receive rigorous, relevant, well planned, data driven instruction in the science classroom that is carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.

**G4.B1** Instructional staff has limited experience in using data collection systems, such as Exam View Manager and CPS controller systems, to analyze data for reteach/review, monitoring student progress, and differentiation of instructional practices based on data feedback.

**G4.B1.S1** Provide professional development on the use of the data collection systems.

**PD Opportunity 1**

Training and professional development on the data collection systems. Continued support of analyzing data as well as purchase of CPS systems for science

**Facilitator**

Science AP and Science Specialist

**Participants**

Science Teachers

**Target Dates or Schedule**

Professional Development sessions begin Sept 6th and continuing biweekly during common planning sessions. Purchase of CPS controllers will take place by September 30th.

**Evidence of Completion**

Common Assessment Data in Data Binder. Common Planning Agendas. Professional Development Agendas. Classroom Walkthroughs (i-Observation)

**G4.B1.S2** Provide professional development and ongoing support on how to analyze data, group students based on data, and monitoring student progress.

**PD Opportunity 1**

Professional Development on Analyzing Data and Grouping Students

**Facilitator**

Administration and Science Specialist

**Participants**

Science Teachers

**Target Dates or Schedule**

September 30th-June 1st

**Evidence of Completion**

Professional Development Agenda and Sign In Sheet. Classroom Walkthroughs Student Grouping Logs

**G4.B2** Instructional staff has limited experience in differentiated their instructional practices as well as their content delivery based on student needs.

**G4.B2.S1** Provide professional development on strategies for differentiated instruction based on student data.

**PD Opportunity 1**

Professional development on differentiated instruction for instructional strategies and science content.

**Facilitator**

Science AP and Science Specialist

**Participants**

Science Teachers

**Target Dates or Schedule**

Before Sept 6th-June 1st

**Evidence of Completion**

Professional Development Agenda and Sign In Sheet Classroom walkthroughs Common assessment data Diagnostic data

**G4.B2.S2** Implement the coaching continuum focusing on differentiation of instructional strategies and content delivery.

**PD Opportunity 1**

Coaching Continuum will take place to model for teachers the strategies used to differentiate instruction.

**Facilitator**

Science AP Area Science SPecialist

**Participants**

Science Teachers

**Target Dates or Schedule**

September 6th-June 1st

**Evidence of Completion**

Classroom Walkthroughs Science Specialist Logs

**G4.B5** Students are challenged to write lab-reports with strong-evidence supported conclusions.

**G4.B5.S1** Create a rubric for a lab report that supports evidence based conclusions.

**PD Opportunity 1**

Science team will collaborate to create a department wide lab report rubric will be created to address the major components of a lab report including; hypothesis, procedure, data collection, and conclusion.

**Facilitator**

Science AP Science Specialist

**Participants**

Science Teachers

**Target Dates or Schedule**

October 30th-June 1st

**Evidence of Completion**

Lab report rubrics are being utilized for descriptive feedback with students.

**G4.B6** Instructional Staff has limited experience in finding effective resources for reading in the content area of science.

**G4.B6.S1** Use reading strategies, such as "marking up the text" from National Geographic for reading in the content area.

**PD Opportunity 1**

Reading strategies, such as marking up the text, will be used in the content area of science.

**Facilitator**

Reading Coach Science AP

**Participants**

Science Teachers

**Target Dates or Schedule**

Once a month for the academic year

**Evidence of Completion**

Articles with "marked up text" being evident.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase student engagement, rigor and relevance throughout the classrooms by providing a technology-rich environment.	\$32,000
G2.	Students will receive rigorous, relevant, well planned literacy instruction carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.	\$32,250
G3.	Students will receive rigorous, relevant, well planned math instruction carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.	\$3,750
G4.	Students will receive rigorous, relevant, well planned, data driven instruction in the science classroom that is carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.	\$3,000
Total		\$71,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Professional Development	Evidence-Based Materials	Evidence-Based Program	Total
Title 1	\$33,500	\$9,000	\$8,500	\$20,000	\$71,000
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### Budget Details

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

**G1.** Increase student engagement, rigor and relevance throughout the classrooms by providing a technology-rich environment.

**G1.B1** Students have limited access to technology within the classrooms.

**G1.B1.S1** Provide teachers with necessary technology in the classrooms.

**Action Step 1**

Technology will be installed in classrooms.

**Resource Type**

Technology

**Resource**

Computers, Mobi, Classroom Performance Systems, ipads, Apple TV, application vouchers, ipad carts, headphones, protective cases, e-readers, e-book vouchers, site licences, hardware, flat screen televisions, gaming consoles, video games

**Funding Source**

Title 1

**Amount Needed**

\$32,000



**G2.** Students will receive rigorous, relevant, well planned literacy instruction carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.

**G2.B1** Instructional staff has limited knowledge and training on providing instruction on effective reading strategies in all subject areas.

**G2.B1.S1** Teachers use strategies from Teach Like a Champion: 49 Techniques that Put Students on the Path to College.

**Action Step 1**

-Provide overview training to staff -Distribute Books and create Book Study and PD Schedule -Lead Book Study Sessions -Provide PD & Implementation Resources -Conduct Classroom Walkthroughs

**Resource Type**

Evidence-Based Materials

**Resource**

Teach Like A Champion Book and implementation resources: Poster Maker Paper, Anchor Chart Paper, Flip Chart Markers, Laminating Film, Copy Paper

**Funding Source**

Title 1

**Amount Needed**

\$2,500

**G2.B1.S2** Provide on-going professional development on Professional Development Days, during common planning times, before school, after school and on Saturdays (teachers paid for attending) Instructional staff will receive ongoing professional development for teaching reading strategies. Reading teachers will be provided individualized PD through the coaching continuum.

**Action Step 1**

Reading Coach & Area Specialist will circulate daily through language arts and reading classrooms with strict adherence to the coaching continuum. All reading teachers will rotate through the continuum throughout the school year.

**Resource Type**

Professional Development

**Resource**

Professional Development opportunities will be provided beyond contractual hours for targeted staff members; teachers will need to receive compensation. (After School & on Saturdays)

**Funding Source**

Title 1

**Amount Needed**

\$3,000

**G2.B2** Current computers lack sufficient disc space/speed to utilize available technology.

**G2.B2.S1** Computers will be updated with sufficient space/speed to utilize available technology.

**Action Step 1**

Administration will purchase and technology will install additional memory in reading classrooms.

**Resource Type**

Technology

**Resource**

Addition memory (RAM) so computers run more efficiently.

**Funding Source**

Title 1

**Amount Needed**

\$750

**G2.B3** All subject areas do not have classroom libraries.

**G2.B3.S1** Provide all classrooms with content related libraries.

**Action Step 1**

All classrooms will have a library consisting of books related to the content area for all reading levels.

**Resource Type**

Evidence-Based Materials

**Resource**

Content specific books, magazine subscriptions, and cook books related to Elective courses, Social Studies, Math and Science subject areas.

**Funding Source**

Title 1

**Amount Needed**

\$6,000

**G2.B4** Students are reading several years below grade level which impacts their success in all content areas.

**G2.B4.S1** Provides additional learning opportunities to students beyond regular school hours.

**Action Step 1**

- Target Students using current diagnostic data to participate in extended learning opprotunities - Before/After School Tutorial -Saturday Tutorial -Holiday Camps -Summer Programs

**Resource Type**

Evidence-Based Program

**Resource**

Teacher compensation for academic tutorial and enrichment programs beyond regular school hours.

**Funding Source**

Title 1

**Amount Needed**

\$20,000

**G3.** Students will receive rigorous, relevant, well planned math instruction carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.

**G3.B1** Current teacher computers lack sufficient disc space/speed to utilize available technology. Teachers encounter difficulties using CPS, Mobis, Gizmos, Interactive Websites

**G3.B1.S1** Upgrade memory/capacity of teacher computers in all math classrooms.

**Action Step 1**

Administration will purchase and technology will install additional memory in 14 math classrooms.

**Resource Type**

Technology

**Resource**

Additional memory (RAM) so computers run more efficiently.

**Funding Source**

Title 1

**Amount Needed**

\$750

**G3.B2** Capacity of instructional staff requires building and enhancement. Staff includes members who are within their first three years of teaching or are new to the curriculum.

**G3.B2.S2** Provide on-going professional development on Professional Development Days, during common planning times, before school, after school and on Saturdays (teachers paid for attending)

**Action Step 1**

Math Coach & Area Specialist will circulate daily through math classrooms with strict adherence to the coaching continuum (Lastinger Institute Model). All math teachers will rotate through the continuum throughout the school year.

**Resource Type**

Professional Development

**Resource**

Professional Development opportunities will be provided beyond contractual hours for targeted staff members; teachers will need to receive compensation. (After School & on Saturdays)

**Funding Source**

Title 1

**Amount Needed**

\$3,000

**G4.** Students will receive rigorous, relevant, well planned, data driven instruction in the science classroom that is carefully aligned to current standards in order to meet targeted performance goals/targets for 2014.

**G4.B1** Instructional staff has limited experience in using data collection systems, such as Exam View Manager and CPS controller systems, to analyze data for reteach/review, monitoring student progress, and differentiation of instructional practices based on data feedback.

**G4.B1.S1** Provide professional development on the use of the data collection systems.

**Action Step 1**

Training and professional development on the data collection systems. Continued support of analyzing data as well as purchase of CPS systems for science

**Resource Type**

Professional Development

**Resource**

Professional Development opportunities will be provided beyond contractual hours for targeted staff members; teachers will need to receive compensation. (After School & on Saturdays)

**Funding Source**

Title 1

**Amount Needed**

\$3,000