FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 3191 - Palm Harbor Middle School

District: 52 - Pinellas

Principal: Victoria Hawkins E

SAC Chair: Michelle Lampert

Superintendent: Dr. Michael A Grego

School Board Approval Date: 09/24/2013

Last Modified on: 10/29/2013

Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

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Phone Number:	727-669-1146	
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Email Address:	3191.principal@pcsb.org	

School Type:	Middle School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	34%			
Minority:	21%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	B	A	A	A

NOTE
Sections marked N/A in the online application have been excluded from this document.
For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status

School Information

School-Level Information

School Palm Harbor Middle School

Principal's name Victoria Hawkins E

School Advisory Council chair's name Michelle Lampert

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

Name	Title
Victoria Hawkins	Principal
Donald Comeau	Assistant Principal
Michelle Lampert	Assistant Principal
Julius Wynn	Assistant Principal
Jennifer Lotti	Counselor/Facilitator
Caroline Maisel	Counselor
Christine Everett	Counselor/Data Manager
Shannon Berry	Technology Specialist
Teri Millan	Psychologist/ Note Taker
John Hoffman	Social Worker/Note Taker

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP 09/24/2013

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).

Describe the membership of the SAC including position titles
SAC Chair-Michelle Lampert
Parents- Kelly Davis, Nicky McGinnis, Gina Kuglar, Karen Gruber, Pam Ward, Barbara Mienik
Business/Commuity-Randi Nielson, Brad Kuglar, Glen Hayes
Teachers-Lissette Barquin, Vicki Evans, Angela Zollo, Judith Bosley
Support Services Personnel-Jackie Bersch
Administrators-Victoria Hawkins, Michelle Lampert, Julius Wynn

Describe the involvement of the SAC in the development of this school improvement plan
The committee provides input to the development and implementation of school-wide programs and processes.

Describe the activities of the SAC for the upcoming school year
The School Advisory Council meets monthly to monitor the School Improvement process. The School Advisory Council is comprised of a coalition of school based personnel, parents, business partners and community members. The School Advisory Council will review and determine if various projects and grant submissions by staff are aligned with the School Improvement Plan.

Describe the projected use of school improvement funds and include the amount allocated to each project

To attain highest student achievement, the School Advisory Council will approve various teacher grants, to supplement classrooms for needed materials including things such as new books and Junior Scholastic Magazine. Projects and amounts are to be determined across subject areas when needed.

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below

In Compliance

If no, 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

 # Administrators 4

 # Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Victoria Hawkins E

Principal	Years as Administrator: 10	Years at Current School: 6
Credentials	M.A. Ed in Educational Leadership, BA in Psychology, certification in secondary Mathematics	
Performance Record	A in School Grades at all locations, except 2012 received a B; all years made AYP except 2009 Students with Disabilities and Economically Disadvantaged, 2010 Student with Disabilities, 2011 Students with Disabilities and Economically Disadvantaged; 2012 did not make AMO in reading in any subgroup; made AMO in math in Students with Disabilities and English Language Learners, but not other subgroups	

Michelle Lampert

Asst Principal	Years as Administrator: 0	Years at Current School: 7
Credentials	M.A. Ed in Educational Leadership, BS in Social Science; certified 5-9 Social Science	
Performance Record	As a teacher at Palm Harbor Middle School, all A's except for 1999 (C) and 2012 (B)	

Donald Comeau		
Asst Principal	Years as Administrator: 15	Years at Current School: 15
Credentials	M.A. Ed in Educational Leadership	
Performance Record	All A's at Palm Harbor Middle School except 2012 (B) and 1999 (C) grade; All years AYP except 2009 Students with Disabilities and Economically Disadvantaged, 2010 Student with Disabilities, 2011 Students with Disabilities and Economically Disadvantaged, 2012 did not make AMO in reading in any subgroup; made AMO in math in Students with Disabilities and English Language Learners, but not other subgroups	

Julius Wynn		
Asst Principal	Years as Administrator: 16	Years at Current School: 8
Credentials	Ed.D Educational Leadership, M.A. Ed in Ed. Leadership	
Performance Record	Palm Harbor Middle School: School Grades A (years AYP and 3 years not AYP); Gibbs HS- 4 years, 2001-C, 2003 and 2004 – D (no AYP); Lakewood HS (1996-2000) and 2011 AYP in Students with Disabilities and Economically Disadvantaged; 2012 did not make AMO in reading in any subgroup; made AMO in math in Students with Disabilities and English Language Learners, but not other subgroups	

Instructional Coaches		
# Instructional Coaches 2		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		

Joanne Wright		
Part-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	B.A degree - English, Zulu, Drama; Certified in Middle School English, Math and Drama; Endorsed in ESOL and Reading	
Performance Record	N/A	

Mary Musser		
Part-time / District-based	Years as Coach: 1	Years at Current School: 0
Areas	[none selected]	
Credentials	Bachelor of Arts; Master of Education, Instructional Systems; Elementary Education K-6; Reading Endorsement	
Performance Record	Performance record includes district-wide reading results for 2012-13 school year, and no school grade for ESE center from 2010-1012.	

Classroom Teachers		

# of classroom teachers 93
 # receiving effective rating or higher 93, 100%
 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 98%
 # certified in-field, pursuant to Section 1012.2315(2), F.S. 91, 98%
 # ESOL endorsed 23, 25%
 # reading endorsed 16, 17%
 # with advanced degrees 34, 37%
 # National Board Certified 5, 5%
 # first-year teachers 7, 8%
 # with 1-5 years of experience 22, 24%
 # with 6-14 years of experience 21, 23%
 # with 15 or more years of experience 43, 46%
Education Paraprofessionals
# of paraprofessionals 1
 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 1, 100%
Other Instructional Personnel
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 1
 # 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).
Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible. District placement fairs, transfer lists, quality interns, web postings, and programs such as Experience Pinellas/TTT programs all provide a pool of instructional applicants from which we recruit and retain highly qualified personnel. Person(s) responsible: Victoria Hawkins, Julius Wynn, Donald Comeau, Michelle Lampert
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).
Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities • There are 5 nationally certified teachers who offer their assistance to any new teachers and there are three lead mentors and an assistant principal that meet regularly with the new teachers to give support. • New Orientation Committee- new handbooks of places, processes, strategies specific to Palm Harbor Middle Schools • Planned activities include: Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student

progress and analyzing student work; Modeling or co-teaching lessons; Professional Learning Center discussions
• Pairing and rationale is based upon positive relationship, shared planning time, proximity to their mentor and common certification

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).

Describe your school's data-based problem-solving processes for the implementation and monitoring of your 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

At a minimum, twice monthly the SBLT (School based leadership team) meets and looks at either academic or behavior data, including but not limited to: behavior referrals, attendance data, class academic average, FAIR data, FCAT scores. This data helps the team to determine what is and isn't being effective and this in turn guides how effective the core instruction is where resources should be allocated as well as small group and individual needs. This data is shared with parents at monthly School Advisory Council meetings as well as with the staff at monthly staff meetings and monthly goal manager's meetings.

Palm Harbor Middle School also has a literacy team that meets monthly. Its function to is create and deploy a School Literacy Improvement plan, which will create a school wide environment rich in effective literacy processes, make decisions on how to use its resources to support literacy and develop effective staff development to improve cross curriculum literacy. Minutes and agendas are created and posted on the school events calendar. The team is made up of members of all the curriculum sub groups presently on campus.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

• Administrators, V. Hawkins, D. Comeau, J. Wynn, M. Lampert
• Facilitator, Jennifer Lotti – generates agenda and leads team discussions
• Data Manager(s)/Data Coach(es), Christine Everett and Caroline Maisel-assist team in accessing and interpreting (aggregating/disaggregating) the data
• Technology Specialist, Shannon Berry – brokers technology necessary to manage and display data
• Recorder/Note Taker (Rotates between the Social Worker and Psychologist) – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
• Time Keeper (Rotates amongst members)–helps team begin on time and ensures adherence to agreed upon agenda

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Meeting monthly as a school based leadership team keeps the team accountable. When the data is reviewed we can determine whether the School Improvement is being deployed effectively. Monthly "goal mangers" meetings help information be disseminated to the staff in a timely manner and changes can be made if the data indicates that students are not making the desired progress.

Describe the 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 (e.g., behavior, attendance)

When a student is initially referred to the MTSS team for academic or behavioral concerns, staff member(s) are asked to provide initial information or baseline data on what interventions have been tried within the class to help the student (Tier1 and/or Tier2).

For academics, there are multiple data sources utilized to assess our students, including report card grades, FAIR testing, Lexile Levels, Middle Grades Baseline Assessment, FCAT Writes, FCAT Reading, FCAT Math and FCAT Science. All of this information is accessible from our data management programs, EDS and PCS FOCUS/SIS.

For behavior, staff is asked to collect data on the use of our school wide discipline plan, and behavior referrals. They also may be asked to collect this data using a Behavior Counting Form or Behavior Frequency Form for a period of time, from 2 weeks to 1 month. On this form, staff members are able to keep track of the identified behavior in a consistent and efficient manner. The student's other teachers are also asked to keep track of the same behavior to see if this a potential classroom issue or if the behavior is widespread amongst other classes. An MTSS team meeting is then held with all teachers to analyze initial data, discuss possible interventions, and implement these interventions within the classroom and the school. A time frame is given to try the new interventions, collect new data, and follow-up meeting is scheduled.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

All members of the MTSS Leadership team have participated in Pinellas County trainings on the general functions, goals, and implementation of MTSS at our schools. Trainings continue to be held at the school level for all staff members by the MTSS Team and principal. Small group meetings with teachers and members of the MTSS Team are planned during the school year to discuss concerns in a small setting, where problem solving can be more productive. Palm Harbor Middle School has a Behavior Specialist to assist with classroom and school-wide interventions. Staff members have been given multiple resources to assist them with possible interventions within the classroom, which are available in each grade level office (RtI Classroom Interventions and Encyclopedia of Behavior Management books). Staff members are also encouraged to approach any member of the MTSS Leadership Team to discuss and problem solves issues within the classroom. When staff is invited to participate in the MTSS Team meetings, further direction is given on how to collect data and implement interventions within the classroom.

Parents are contacted by the MTSS Team to discuss the child's academic or behavioral concerns. Parents are invited to share any helpful information with both teachers and the MTSS Team on possible scenarios that the child may be experiencing within the home or school environment. Results of data collection and possible interventions are shared with the parents and are considered to be a vital part of the MTSS/RtI process.

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: 11,520

Strategy Purpose(s)
Instruction in core academic subjects

Strategy Description
Extended Learning Program, both before and after school in all core subject areas for each grade level, course recovery programs will be offered during the school in place of electives

How is data collected and analyzed to determine the effectiveness of this strategy?
Tracking grades each six weeks of students participating in the ELP program to determine if student's grades have improved. FCAT/FAIR testing scores may be used to determine gains.

Who is responsible for monitoring implementation of this strategy?
Victoria Hawkins and Michelle Lampert will oversee the program; teachers will vary depending upon certification area; course recovery-Dawn Sheehy

Strategy: Extended Day for All Students

Minutes added to school year: 480

Strategy Purpose(s)
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description
Finance Park, History Fair

How is data collected and analyzed to determine the effectiveness of this strategy?
Track reading and writing FCAT scores of participating students for gains.

Who is responsible for monitoring implementation of this strategy?
8th Grade Social Studies Teachers

Strategy: Extended Day for All Students

Minutes added to school year: 480

Strategy Purpose(s)
Enrichment activities that contribute to a well-rounded education

Strategy Description
Art Club/Photography Club

How is data collected and analyzed to determine the effectiveness of this strategy?
Track reading and writing FCAT scores of participating students for gains.

Who is responsible for monitoring implementation of this strategy?
Jilda Morera

Strategy: Extended Day for All Students

Minutes added to school year: 480

Strategy Purpose(s)
Enrichment activities that contribute to a well-rounded education

Strategy Description
Christian Club

How is data collected and analyzed to determine the effectiveness of this strategy?
Track reading and writing FCAT scores of participating students for gains.

Who is responsible for monitoring implementation of this strategy?
Nancy Hudson

Strategy: Before or After School Program

Minutes added to school year: 480

Strategy Purpose(s)
Enrichment activities that contribute to a well-rounded education

Strategy Description
Hispanic Club

How is data collected and analyzed to determine the effectiveness of this strategy?
Track reading and writing FCAT scores of participating students for gains.

Who is responsible for monitoring implementation of this strategy?
Lissette Barquin/Suray Mederos

Strategy: Before or After School Program

Minutes added to school year: 480

Strategy Purpose(s)
Enrichment activities that contribute to a well-rounded education

Strategy Description
Industry Certification: Microsoft, Photoshop Certification

How is data collected and analyzed to determine the effectiveness of this strategy?
Track reading and writing FCAT scores of participating students for gains.

Who is responsible for monitoring implementation of this strategy?
Jen Tauchnitz; Jilda Morera

Strategy: Extended Day for All Students

Minutes added to school year: 480

Strategy Purpose(s)
Enrichment activities that contribute to a well-rounded education

Strategy Description
Battle of the Books

How is data collected and analyzed to determine the effectiveness of this strategy?
Track reading and writing FCAT scores of participating students for gains.

Who is responsible for monitoring implementation of this strategy?
Marianne Anderson

Strategy: Before or After School Program

Minutes added to school year: 0

Strategy Purpose(s)
Teacher collaboration, planning and professional development

Strategy Description
Professional Development, District Wide Training

How is data collected and analyzed to determine the effectiveness of this strategy?
FCAT/FAIR testing scores may be used to determine gains and closing the achievement gap.

Who is responsible for monitoring implementation of this strategy?
District Personnel

Strategy: Before or After School Program

Minutes added to school year: 0

Strategy Purpose(s)
Teacher collaboration, planning and professional development

Strategy Description
Weekly Professional Learning Communities including Grade Level, Grade Level Subject, Team and Staff

How is data collected and analyzed to determine the effectiveness of this strategy?
Tracking grades each six weeks of students participating in the ELP program to determine if student's grades have improved. FCAT/FAIR testing scores may be used to determine gains.

Who is responsible for monitoring implementation of this strategy?
Victoria Hawkins

Strategy: Summer Program

Minutes added to school year: 6,480

Strategy Purpose(s)
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description
Summer Bridge Program

How is data collected and analyzed to determine the effectiveness of this strategy?
FCAT/FAIR testing scores may be used to determine gains and closing the achievement gap.

Who is responsible for monitoring implementation of this strategy?
Victoria Hawkins

Strategy: Extended Day for All Students

Minutes added to school year: 480

Strategy Purpose(s)
Instruction in core academic subjects

Strategy Description
Tutoring by National Junior Honor Society

How is data collected and analyzed to determine the effectiveness of this strategy?
Tracking grades each six weeks of students participating in the tutoring program to determine if student's grades have improved. FCAT/FAIR testing scores may be used to determine gains.

Who is responsible for monitoring implementation of this strategy?
John Berkman

Strategy: Extended Day for All Students

Minutes added to school year: 960

Strategy Purpose(s)
Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

Strategy Description
Robotics/Lego Club, STEM; Garden Club/Horticulture/4H Club

How is data collected and analyzed to determine the effectiveness of this strategy?
Track math and science grades and FCAT scores of participating students for gains.

Who is responsible for monitoring implementation of this strategy?
Diamonte Sadlowski; Ashlynn Maher

Literacy Leadership Team (LLT)

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

Name	Title
Michelle Lampert	Facilitator
Lise Brown	Teacher
Nancy Ferguson	Teacher
John Mackiewicz	Teacher

Adele Bergman	Teacher
Donald Comeau	Assistant Principal
Cynthia Sweeney	Teacher
Melissa Beers	Teacher
Kristina Boatman	Teacher
Susan Joyce	Teacher
Jeanine Dancey	Teacher
Vicki Evans	Teacher
Marianne Anderson	Media Specialist
Amy Herrmann	Teacher
Mary Paynic	Teacher

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
• Support for text complexity
• Support for instructional skills to improve reading comprehension
• Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
• Providing scaffolding that does not preempt or replace text reading by students
• Developing and asking text dependent questions from a range of question types
• Emphasizing students supporting their answers based upon evidence from the text
• Providing extensive research and writing opportunities (claims and evidence)
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
The district will provide training and tools for Literacy Leadership Teams.

What will be the major initiatives of the LLT this year?
-Support for text complexity
-Support for instructional skills to improve reading comprehension
-Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects
The major initiative of the LLT this year will be to create, deploy and improve a School Literacy Improvement Plan. The team is presently collecting data to identify strengths and weaknesses at Palm Harbor Middle and will use this data to create the plan. The plan will be deployed, monitored and improved throughout the rest of the school year. This plan will identify strategies and training opportunities to present to the staff at subject, grade level and staff meetings.

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student
The Literacy team at the Palm Harbor Middle organizes, deploys and improves a school wide Literacy Plan. The team uses district supplied resources and Professional Development programs to infuse research based literacy strategies into all classrooms. Out of eight available literacy platforms, Palm Harbor Middle School deployed five. Department meeting notes are reviewed to ensure that literacy strategies are part of all discussions. Administrator classroom visits, spot lesson plans and professional discussions verify the use of these strategies. The Literacy Team is multi-grade level and multi-discipline work group which allows for varied and rich approaches to the effusion of literacy throughout our school. Administration will be leading the Professional Learning Centers with guiding focus questions that relate to reading improvement across all curriculum areas.

College and Career Readiness

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The school is implementing Industry Certification programs in Microsoft and Photoshop. All course classes and electives relate curriculum to real world activities. In addition STEM activities are interrelated in science, technology, industrial arts, art and mathematics.

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

The counseling department at Palm Harbor Middle School plays a vital role in assisting students with academic and career planning. Prior to 5th grade students entering middle school, the 6th grade counselor visits the feeder elementary schools to discuss the core curriculum, as well as the electives that are available to all students on the campus. PHMS also has an open house to students who are interested in the Gifted program and how this curriculum may assist students for high school magnet/ academy admissions, as well as in planning for postsecondary education. Palm Harbor Middle also has an open house to those students with disabilities who are special diploma to discuss the curriculum offered, and opportunities for employability and life skills training.

The 7th grade counselor does classroom group presentations and hands on activities utilizing technology to have students explore career and postsecondary options. Palm Harbor Middle uses the Florida Choices Planner program consistently with students, and students complete an interest inventory to get some immediate feedback on how their interests align with possible future career choices. Students can also use this program to find post-secondary schools that have majors they are interested in, a way to find scholarships, and even resume building and interview tools. This program also allows students to save data to their portfolio that they can revisit throughout middle and high school. The 7th grade counselor also advises students of the 8th grade curriculum, which classes potentially earn high school credit at the middle school level, and how these choices may impact their high school grade point average and postsecondary opportunities.

In 8th grade, the counselor educates students on the Florida high school graduation requirements so students are knowledgeable about all that is needed to graduate from high school. Students are advised of course work that earns them high school credit and the importance of high level performance in all classes, as colleges will see some of these courses on their transcripts. Students are encouraged to shadow available countywide magnet and academy programs, information is disseminated to students and families about these programs, and the county holds informational nights for students to visit and learn more about the programs. The 8th grade counselor frequently meets with parents and students to discuss the various programs and which ones may be a good fit for a particular student based on their interests and strengths. The 8th grade counselor offers an annual Parent Career Night, in which information related to Florida graduation options/requirements is given, as well as information related to career exploration, countywide magnet and academy programs, State University Admissions, and Bright Futures Scholarships are discussed. The 8th grade counselor also develops with students a four year high school plan utilizing technology that is integrated into the already established student's account (Focus MIS), called Counselor Connect. This program allows students to see the progression of courses based on what they are currently taking, and make possible adjustments to increase rigor in order to achieve personal, academic, or career/ post-secondary goals. The 8th grade counselor also prepares students for high school registration and advises students on which courses will satisfy graduation and Bright Futures Scholarship requirements, as well as which courses can lead to possible industry certifications upon graduation.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

1. Active student and family participation in middle and 9th grade course selection
2. Utilizing MIS data to encourage student enrollment in rigorous courses
3. Increased communication with families regarding available countywide magnet and career academy programs
4. Annual informational night for 8th grade students and families that explains Florida high school graduation requirements, State University Admissions requirements, Bright Futures Scholarship requirements, and importance of careful course selection
5. Expose all students to AVID strategies to increase success in all classes
6. Explore career interests with students utilizing Florida Choices Planner program
7. Provide opportunities for additional academic support (extended learning) for students who are not meeting expectations or learning gains

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	75%	66%	No	78%
American Indian				
Asian	80%	80%	Yes	82%
Black/African American	50%	41%	No	55%
Hispanic	73%	66%	No	76%
White	75%	66%	No	78%
English language learners	42%	16%	No	48%
Students with disabilities	43%	22%	No	49%
Economically disadvantaged	67%	51%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	932	66%	74%
Students scoring at or above Achievement Level 4	339	24%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	14	78%	85%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	831	59%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	233	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)	14	64%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		40%

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	326	66%	74%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		93%

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	70%	62%	No	73%
American Indian				
Asian	83%	80%	No	84%
Black/African American	50%	31%	No	55%
Hispanic	71%	56%	No	74%
White	70%	63%	No	73%
English language learners	58%	32%	No	63%
Students with disabilities	37%	20%	No	43%
Economically disadvantaged	58%	48%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	875	62%	70%
Students scoring at or above Achievement Level 4	411	29%	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	13	72%	78%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	842	60%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	212	60%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	186	100%	100%
Middle school performance on high school EOC and industry certifications	186	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	100%	100%
Students scoring at or above Achievement Level 4	119	85%	90%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	98%	100%
Students scoring at or above Achievement Level 4	41	89%	95%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	267	56%	66%
Students scoring at or above Achievement Level 4	105	22%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		85%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		40%

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)	17		19
Participation in STEM-related experiences provided for students	1450	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	648	45%	50%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	25%	30%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	0	0%	100%
Passing rate (%) for students who take CTE industry certification exams		0%	100%
CTE program concentrators	9	2%	4%
CTE teachers holding appropriate industry certifications	3	100%	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	311	20%	10%
Students who fail a mathematics course	8	0%	0%
Students who fail an English Language Arts course	3	0%	0%
Students who fail two or more courses in any subject	5	0%	0%
Students who receive two or more behavior referrals	176	12%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	160	11%	6%

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).

Describe parental involvement targets for your school

Jackie Bersch is the Community Involvement Liaison and oversees all volunteer and community participation. During the 2012-13 school year there were 8142.5 hours of support volunteer time and 11395.5 other volunteer time hours donated to Palm Harbor Middle School. We had 28 tutors, 12 mentors, 163 classroom partners, 124 school partners. Volunteers had opportunity to participate in the 5000 Role Model program, Doorways and mentoring students. Parents and other volunteers participated in Finance Park field trip, History Fair judges and being guest speakers in all classes including foreign language, health, physical education, reading, language arts, science and various vocational classes. Parents were invited to two open houses (6th grade in August, 7th and 8th grade in September). Due to the overwhelming engagement of the parents and community, Palm Harbor Middle School received the Five Star and Golden School Awards.

It is our goal to increase the number of tutors, mentors, classroom partners and school partners by 10%, as well as the number of volunteer hours to over 20,000 hours. Various opportunities will be offered this year for parental involvement including 2 open houses, Great American Teach-In, Veteran's Day assembly, Parent Information Night, Curriculum Night, chaperoning field trips, History Fair judges, guest speakers, mentoring, and tutoring.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase volunteer participation in various capacities	427	28%%	30%%

Area 10: Additional Targets

Description of additional targets

(Bradley MOU) African-American students will increase learning gains in reading and math.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
African-American students performing in Reading at or above Level 3 on FCAT 2.0	21	41%	50%
African-American students performing in Math at or above Level 3 on FCAT 2.0	16	31%	40%

Goals Summary

Goal #1:

Science: Improve current levels of performance. Our 2013-2014 Target goal for students who will score at least a 3 on Science FCAT is 66%; Our 2013-2014 target goal for students who will score a 4 or higher is 30%

Goal #2:

Reading: Increase the percent of students at or above FCAT Level 3 from 66% to 74%

Goal #3:

(Bradley MOU) African-American students will increase learning gains in reading (41% to 50%) and mathematics (31% to 40%)

Goal #4:

Writing: Increase the percentage of students at or above FCAT Level 3.5 from 66% to 74%

Goal #5:

Wellness and safety: Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff and community resulting in individual employee learning, student achievement and overall school improvement.

Goal #6:

Mathematics: Increase the percentage of students at or above FCAT Level 3 from 62% to 70%

Goals Detail

Goal #1:	**Science: Improve current levels of performance. Our 2013-2014 Target goal for students who will score at least a 3 on Science FCAT is 66%; Our 2013-2014 target goal for students who will score a 4 or higher is 30%**

Targets Supported

Resources Available to Support the Goal	• Reading/ Literacy Coaches • Professional Development opportunities • Professinal Learning Communities each week • Common planning time • Extended Learning Program and Tutoring • FCAT 2.0 • FCAT Explorer • Pre- and post tests
Targeted Barriers to Achieving the Goal	• Insufficient standard based instruction • Lack of proper professional development • Not utilizing resources available

Plan to Monitor Progress Toward the Goal

Action:
Periodic walk-throughs and review of lesson plans by the administrators, provide professional development to instructional staff as it relates to student achievment and completion of ELP schedule and monitor the participation in ELP and various clubs by staff and students

Person or Persons Responsible:
Administrators, teachers, counselors

Target Dates or Schedule:
All year-August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Evaluate the percentage of change between the 2012-13 school year and the current school year.

Goal #2:	Reading: Increase the percent of students at or above FCAT Level 3 from 66% to 74%

Targets Supported	• Reading
	• Reading - AMO's
	• Reading - FCAT2.0
	• Reading - FAA
	• Reading - Learning Gains
	• Reading - CELLA
	• Reading - Postsecondary Readiness
Resources Available to Support the Goal	• Reading/Literacy Coach will provide support to all teachers with literacy within each classroom.
	• Professional Learning Centers available at least once a week
	• FAIR tests
	• FCAT 2.0
	• Formative assessments
	• Pre- and post-tests
Targeted Barriers to Achieving the Goal	• Insufficient standard based instruction
	• Incorrect placement for students who are Level 1 or 2
	• Lack of proper professional development

Plan to Monitor Progress Toward the Goal

Action:
Period walk-throughs and review lesson plans by administrators; provide appropriate placement of students into reading courses; provide professional development to instructional staff as it relates to student achievement

Person or Persons Responsible:
Teachers and Administrators

Target Dates or Schedule:
All year- August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Evaluate the percentage of change between the 2012-13 school year and the current school year.

Goal #3:	(Bradley MOU) African-American students will increase learning gains in reading (41% to 50%) and mathematics (31% to 40%)
Targets Supported	• Additional Targets
Resources Available to Support the Goal	• Professional Learning Communities • Various books on engaging African-American students such as "Motivating Black Males to Achieve in School and in Life" • Professional development offered through the school district including cultural competency and equity training • Various enrichment activities for students including mentors, ELP, 5000 Role Model, chess club, robotics, legos, spanish club, and multiple sports
Targeted Barriers to Achieving the Goal	• Lack of differentiated instruction for African-American students

Plan to Monitor Progress Toward the Goal

Action:
Periodic walk throughs and review lessons by administrators; provide professional development to instructional staff as it relates to student achievment

Person or Persons Responsible:
Teachers and administrators

Target Dates or Schedule:
All year - August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Evaluate the percentage of change between the 2012-13 school year and the current school year.

Goal #4:	Writing: Increase the percentage of students at or above FCAT Level 3.5 from 66% to 74%
Targets Supported	• Writing
Resources Available to Support the Goal	• FCAT Writing 2.0 • Formative assessments • Literacy/Reading Coach • Pre- and post tests • Professional Learning Communities • Document Based Questions (DBQ activiites) • Glencoe Writes
Targeted Barriers to Achieving the Goal	• Lack of student engagement • Lack of proper professional development

Plan to Monitor Progress Toward the Goal

Action:
Period walk-throughs and review lesson plans by administrators; provide professional development to instructional staff as it relates to student achievement

Person or Persons Responsible:
Teachers and administrators

Target Dates or Schedule:
All year; walk-throughs and review of lesson plans will be conducted bimonthly

Evidence of Completion:
Evaluate the percentage of change between the 2012-13 school year and the current school.

Goal #5:	Wellness and safety: Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff and community resulting in individual employee learning, student achievement and overall school improvement.

Targets Supported	• Additional Targets
Resources Available to Support the Goal	• Sports offered throughout the year to all students • Physical education classes offered to all students • Health classes offered to sixth and eighth grade students • Running club/walking club • Fitness Matters program
Targeted Barriers to Achieving the Goal	• Failure to form a Healthy School Team and awareness of Healthy School Program Process • Failure to assess students' fitness and/or upload fitness data into FOCUS

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #6:	Mathematics: Increase the percentage of students at or above FCAT Level 3 from 62% to 70%

Targets Supported	• Math • Math - Elementary and Middle School • Math - Elementary and Middle AMO's • Math - Elementary and Middle FCAT 2.0 • Math - Elementary and Middle FAA • Math - Elementary and Middle Learning Gains • Math - Middle School Acceleration • Math - High School • Math - High School AMO's • • Math - High School Postsecondary Readiness • Algebra 1 EOC • Geometry EOC
Resources Available to Support the Goal	• FCAT 2.0 • FCAT Explorer • Formative assessments • Pre- and post tests • Professional Learning Communities • Enrichment activities will be offered to all students with concentration with Black, Hispanic, Asian, American Indian, SWD, ED, and ELL including Extended Learning Program, rocketry, math club, Future Cities and other clubs. Advertise activities through school newsletters and morning announcements, Connect Ed and the school website.
Targeted Barriers to Achieving the Goal	• Insufficient standard based instruction with lack of student engagement • Incorrect placement of students who are Level 1 or Level 2 in mathematics • Lack of proper professional development to overcome lack of knowledge

Plan to Monitor Progress Toward the Goal

Action:
Period walk-throughs and review lesson plans by administrators; provide appropriate placement of students into mathematics courses; provide professional development to instructional staff as it relates to student achievement

Person or Persons Responsible:
Teachers and administrators

Target Dates or Schedule:
All year- August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Evaluate the percentage of change between the 2012-13 school year and the current school year.

Action Plan for Improvement

Goal #1:	Science: Improve current levels of performance. Our 2013-2014 Target goal for students who will score at least a 3 on Science FCAT is 66%; Our 2013-2014 target goal for students who will score a 4 or higher is 30%
Barrier #1:	Insufficient standard based instruction
Strategy #1 to Overcome the Barrier	Set and communicate a purpose for learning and learning goals in each lesson and implement high yield instructional strategies to lessen insufficient standard based in instruction.

Step #1 to Implement Strategy #1

Action:
Set and communicate a purpose for learning and learning goals in each lesson and implement high yield instructional strategies to lessen insufficient standard based in instruction.

Person or Persons Responsible:
Science teachers

Target Dates or Schedule:
All year

Evidence of Completion:
Administrators will conduct period walk-throughs and review lesson plans

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
Periodic walk-thoughs and review of lesson plans by administrators

Person or Persons Responsible:
Teachers/Administrators

Target Dates or Schedule:
All year- August 2013, January 2014, May 2014 and June 2014

Evidence of Completion
Evaluating the percentage of change between the 2012-13 shool year to the current school year

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
Administrators will conduct periodic walk throughs and rewview lesson plans

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
All year, but conducted bimonthly

Evidence of Completion:
Evaluating the percentage of change between school year 2012-13 to the current school year

Goal #1:	Science: Improve current levels of performance. Our 2013-2014 Target goal for students who will score at least a 3 on Science FCAT is 66%; Our 2013-2014 target goal for students who will score a 4 or higher is 30%
Barrier #2:	Lack of proper professional development
Strategy #1 to Overcome the Barrier	Determine priority areas of professional development to overcome lack of knowledge

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Determine necessary resources both within and outside of the school. Create calendar for professional development throughout the school year to include the Common Core Standards. Grade level PLC's and department meetings which enhance school networking and data articulation.

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
All year-August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Teacher attendance of professional development offerings

Facilitator:
District and school based personnel

Participants:
School Based Leadership Team

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #1

Action:
Professional development opportunities; professional learning centers

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
All year- August 2013, January 2014, May 2014 and June 2014

Evidence of Completion
Attendance of professional development opportunities by instructional personnel; professional learning center notes and attendance and by an administrator

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #1

Action:
Review the effectiveness of professional development as it relates to the student achievement

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
All year- August 2013, January 2014, May 2014, June 2014

Evidence of Completion:
Evaluate the percentage of change between the 2012-13 school year and the current school year

Goal #1:	Science: Improve current levels of performance. Our 2013-2014 Target goal for students who will score at least a 3 on Science FCAT is 66%; Our 2013-2014 target goal for students who will score a 4 or higher is 30%
Barrier #3:	Not utilizing resources available
Strategy #1 to Overcome the Barrier	Engage students in various ways of learning

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Teachers and students will utilize various resources available within the school and online

Person or Persons Responsible:
Teachers and students

Target Dates or Schedule:
All year - August 2013, January 2014, May 2014, June 2014

Evidence of Completion:
The number of students and teachers participating in a variety of resources and enrichmment activities

Facilitator:
District and school based personnel

Participants:
Teachers and administrators

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #1

Action:
Create schedules for weekly tutoring and ELP. Secure highly trained teachers for enrichment activities including rocketry, math club, Future Cities and other clubs. Advertise activities through school newsletters and morning announcements, Connect Ed and the school website. GALE" search engine has a plethora of nonfiction books relating to Sunshine State Standards. Science mobile computer cart for inquiry based problem solving and FCAT EXPLORER practice.

Person or Persons Responsible:
Teachers, administrators, counselors

Target Dates or Schedule:
All year-August 2013, January 2014, May 2014 and June 2014

Evidence of Completion
Completed tutoring schedule; tracking student participation and success of ELP and other club activities

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #1

Action:
Students and teachers utilizing various resources including ELP, and various enrichment activities including clubs, FCAT Explorer and computers

Person or Persons Responsible:
Administrators, counselors and teachers

Target Dates or Schedule:
End of each marking period

Evidence of Completion:
Evaluate the percentage of change between the 2012-13 school year and the current school year

Goal #2:	Reading: Increase the percent of students at or above FCAT Level 3 from 66% to 74%
Barrier #1:	Insufficient standard based instruction
Strategy #1 to Overcome the Barrier	Set and communicate a purpose for learning and learning goals in each lesson

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Align lesson with a course standard or benchmark and to the district/school pacing guide; Include into the lesson a goal/essential question and Common Core strategies with complex text; Include teacher explanation of how the class activities relate to the learning goal and to answering the essential question; Focus and/or refocus class discussion by referring back to the learning goal/essential question; Include a scale or rubric that relates to the learning goal that is posted so that all students can see and refer to it; Provide formative assessment to assess learning and understanding; Provide differentiated instruction as necessary for ED, ELL, and SWD and other subgroups; Teacher reference to the scale or rubric throughout the lesson; Administrators will conduct periodic walk-throughs and review lesson plans

Person or Persons Responsible:
All teachers

Target Dates or Schedule:
All year

Evidence of Completion:
Administrators will conduct periodic walk-throughs and review lesson plans

Facilitator:
District and school based personnel

Participants:
All teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Periodic walk-throughs and review of lesson plans by administators

Person or Persons Responsible:
Teachers/Administrators

Target Dates or Schedule:
All year -August 2013, January 2014, May 2014 and June 2014

Evidence of Completion
Evaluating the percentage of change between the 2012-2013 school year to the current school year.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Administrators will conduct periodic walk-throughs and review lesson plans

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
All year

Evidence of Completion:
Evaluate the percentage of change between 2012-13 school year and the current school year.

Goal #2:	Reading: Increase the percent of students at or above FCAT Level 3 from 66% to 74%
Barrier #2:	Incorrect placement for students who are Level 1 or 2
Strategy #1 to Overcome the Barrier	Appropriately place students that have not achieved a Level 3 or higher and correct improper placement for students who are Level 1 or 2.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
The administration will review the school-wide FCAT data and share with the staff the first week of school to determine the Level 1 and 2 students for proper reading placement. Administration will create a "reader sorter list" for listed placement of students. Counselors will review to make sure Level 1 and 2 reading students are placed in the appropriate reading class. Reading teachers will review their class lists for proper placements of their students into reading classes. Adjustments will be reported to counselors and made in the computer.

Person or Persons Responsible:
Administration, counselors and teachers

Target Dates or Schedule:
All year- August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Proper adjustments conducted by counselors into the computer.

Facilitator:
District and school based personnel

Participants:
Administration, counselors and teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:
Reading teachers will review their class lists for proper placements of their students into reading classes.

Person or Persons Responsible:
Teachers, administrators and counselors

Target Dates or Schedule:
All year- August 2013, January 2014, May 2014 and June 2014

Evidence of Completion
Proper placement of students

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:
Appropriate placement of students into reading classes

Person or Persons Responsible:
Teachers and administrators

Target Dates or Schedule:
All year-August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Proper placement of students; Evaluation of the percentage of change between 2012-13 school year to the current school year

Goal #2:	Reading: Increase the percent of students at or above FCAT Level 3 from 66% to 74%
Barrier #3:	Lack of proper professional development
Strategy #1 to Overcome the Barrier	Determine priority areas of professional development to overcome lack of knowledge

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Determine necessary resources both within and outside of the school. Create calendar for professional development throughout the school year.

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Teacher attendance of professional development offerings

Facilitator:
District and school based personnel

Participants:
School Based Leadership Team

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #2

Action:
Professional development opportunities; professional learning centers

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
August 2013, January 2014, May 2014 and June 2014

Evidence of Completion
Attendance of professional development opportunties by instructional personnel; professional learning center notes and attendance and by an administrator

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #2

Action:
Review the effectiveness of professional development as it relates to student achievement

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Evaluate the percentage of change between the 2012-13 school year and the current school year

Goal #3:	(Bradley MOU) African-American students will increase learning gains in reading (41% to 50%) and mathematics (31% to 40%)
Barrier #1:	Lack of differentiated instruction for African-American students
Strategy #1 to Overcome the Barrier	Differentiate instruction for African-American students

Step #1 to Implement Strategy #1

Action:
•Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) •Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners •Teachers provide small group instruction to target specific learning needs. These small groups are flexible and change with the content, project and assessments •Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
All year - August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Administrators will conduct period walk throughs and review lesson plans

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:
Periodic walk throughs and review of lesson plans by administrators

Person or Persons Responsible:
Teachers/Administrators

Target Dates or Schedule:
All year - August 2013, January 2014, May 2014 and June 2014

Evidence of Completion
Evaluating the percentage of change between school year 2012/13 to the current school year.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:
Administrators will conduct period walk-throughs and review teacher lesson plans

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
All year - August 2013, January 2014, May 2014, and June 2014

Evidence of Completion:
Evaluate the percentage of change between the 2012-13 school year and the current school year.

Goal #3:	(Bradley MOU) African-American students will increase learning gains in reading (41% to 50%) and mathematics (31% to 40%)
Barrier #1:	Lack of differentiated instruction for African-American students
Strategy #2 to Overcome the Barrier	Positive behavior supports are in place in the form of an effective school wide behavior plan

Step #1 to Implement Strategy #2

Action:
Determine that: •Expectations are clearly and positively defined •Behavioral expectations are taught and reviewed with all students and staff •Appropriate behaviors are acknowledged •Behavioral errors are proactively corrected •A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #3:	(Bradley MOU) African-American students will increase learning gains in reading (41% to 50%) and mathematics (31% to 40%)
Barrier #1:	Lack of differentiated instruction for African-American students
Strategy #3 to Overcome the Barrier	Provide a variety of enrichment activities for African-American students

Step #1 to Implement Strategy #3 - Budget Item - PD Opportunity

Action:
Create schedules for weekly tutoring and ELP. Secure highly trained teachers for enrichment activities including rocketry, math club, Future Cities, STEP, multicultural committee, 5000 Role Model, various sports and other clubs. Advertise and encourage student activities through school newsletters and morning announcements, Connect Ed and the school website.

Person or Persons Responsible:
Various personnel including Victoria Hawkins and Michelle Lampert for the ELP and staff involved in enrichment activities

Target Dates or Schedule:
All year-August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Completion of ELP and tutoring schedule, as well as schedule regular enrichment activities as listed

Facilitator:
District and school personnel

Participants:
Various personnel including Victoria Hawkins and Michelle Lampert for the ELP and staff involved in enrichment activities

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #4:	Writing: Increase the percentage of students at or above FCAT Level 3.5 from 66% to 74%
Barrier #1:	Lack of student engagement
Strategy #1 to Overcome the Barrier	- Set and communicate a purpose for learning and learning goals in each lesson and implement high yield instructional strategies to lessen insufficient standard based in instruction.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Align lesson with a course standard or benchmark and to the district/school pacing guide; Include into the lesson a goal/essential question and Common Core strategies with complex text; Include teacher explanation of how the class activities relate to the learning goal and to answering the essential question; Focus and/or refocus class discussion by referring back to the learning goal/essential question; Include a scale or rubric that relates to the learning goal that is posted so that all students can see and refer to it; Provide formative assessments to assess learning and understanding; Provide differentiated instruction as necessary for ED, ELL, and SWD and other subgroups; Teacher reference to the scale or rubric throughout the lesson.

Person or Persons Responsible:

Teachers and Administrators

Target Dates or Schedule:

All year - August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:

Administrators will conduct periodic walk-throughs and review lesson plans.

Facilitator:

District and school based personnel

Participants:

Teachers and Administrators

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:
Periodic walk throughs and review of lesson plans by the administration

Person or Persons Responsible:
Teachers/Administrators

Target Dates or Schedule:
All year-August 2013, January 2014, May 2014 and June 2014

Evidence of Completion
Evaluate the percentage of change between the 2012-13 school year and the current school year.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:
Periodic walk-throughs and review of lesson plans by administrators

Person or Persons Responsible:
Teachers/Administrators

Target Dates or Schedule:
All year - August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Evaluate the percentage of change between the 2012-13 school year and the current school year.

Goal #4:	Writing: Increase the percentage of students at or above FCAT Level 3.5 from 66% to 74%
Barrier #2:	Lack of proper professional development
Strategy #1 to Overcome the Barrier	Determine priority areas of professional development to overcome lack of knowledge

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Determine necessary resources both within and outside of the school. Create calendar for professional development throughout the school year.

Person or Persons Responsible:
Teachers, Administrators

Target Dates or Schedule:
All year-August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Attendance and participation in professional development activities including weekly professional learning centers and outside sources of development

Facilitator:
District and school based personnel

Participants:
Teachers, Administrators

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #4

Action:
Professional development opportunities, Professional Learning Centers offered to all instructional personnel

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
All year- August 2013, January 2014, May 2014, June 2014

Evidence of Completion
Attendance of professional development opportunties by instructional personnel; professional learning center notes and attendance of an administrator

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #4

Action:
Review the effectiveness of professional development as it relates to student achievement

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
All year- August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Evaluate the percentage of change between the 2012-13 school year to the current school year.

Goal #5:	Wellness and safety: Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff and community resulting in individual employee learning, student achievement and overall school improvement.
Barrier #2:	Failure to assess students' fitness and/or upload fitness data into FOCUS
Strategy #1 to Overcome the Barrier	Track all physical education student's health-related fitness levels within the PCS student information system

Step #1 to Implement Strategy #1

Action:
Physical Education program will manage Being Fit Matters student fitness data

Person or Persons Responsible:
All physical education teachers

Target Dates or Schedule:
All year-August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Being Fit Matters Student Report are sendt home with report card

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #6:	Mathematics: Increase the percentage of students at or above FCAT Level 3 from 62% to 70%
Barrier #1:	Insufficient standard based instruction with lack of student engagement
Strategy #1 to Overcome the Barrier	The teacher will identify eth learning goal in each lesson while communicating the purpose for learning

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Set and communicate a purpose for learning and learning goals in each lesson and implement high yield instructional strategies to reduce insufficient standard based instruction.Align lesson with a course standard or benchmark and to the district/school pacing guide; Include into the lesson a goal/essential question and Common Core strategies with complex text; Include teacher explanation of how the class activities relate to the learning goal and to answering the essential question; Focus and/or refocus class discussion by referring back to the learning goal/essential question; Include a scale or rubric that relates to the learning goal that is posted so that all students can see and refer to it; Provide formative assessments to assess learning and understanding; Provide differentiated instruction as necessary for ED, ELL, and SWD and other subgroups; Teacher reference to the scale or rubric throughout the lesson

Person or Persons Responsible:
Mathematics Teachers

Target Dates or Schedule:
Daily

Evidence of Completion:
Administrators will conduct periodic walk-throughs and review lesson plan.

Facilitator:
District and school based personnel

Participants:
Mathematics Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:
Administrators will conduct periodic walk-throughs and review lesson plan.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
All year - Conducted bimonthly

Evidence of Completion
Proper lesson plans and periodic walk-throughs conducted by administrators

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:
Periodic walk throughs and review of lesson plans by administrators

Person or Persons Responsible:
Teacher and administrators

Target Dates or Schedule:
All year- August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Evaluate the percentage of change between the 2012-13 school year and the current school year.

Goal #6:	Mathematics: Increase the percentage of students at or above FCAT Level 3 from 62% to 70%
Barrier #2:	Incorrect placement of students who are Level 1 or Level 2 in mathematics
Strategy #1 to Overcome the Barrier	Appropriately place students that have not achieved a Level 3 or higher and correct improper placement for students who are Level 1 or 2

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
The administration will review the school-wide FCAT data and share with the staff the first week of school to determine the Level 1 and 2 students for proper mathematics placement. Counselors will review to make sure Level 1 and 2 mathematics students are placed in the appropriate mathematics class. Mathematics teachers will review their class lists for proper placements of their students into mathematics classes. Adjustments will be reported to counselors and made in the computer. If students were placed into an advanced class, provisions will be put into place such as ELP and tutoring to ensure student success.

Person or Persons Responsible:
Administrators, Teachers and Counselors

Target Dates or Schedule:
All year - August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Adjustments to students schedules as necessary

Facilitator:
District and school based personnel

Participants:
Administrators, Teachers and Counselors

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #6

Action:
Mathematics teachers will review their class lists for proper placements of their students into mathematics classes

Person or Persons Responsible:
Teachers, administrators and counselors

Target Dates or Schedule:
All year-August 2013, January 2014, May 2014 and June 2014

Evidence of Completion
Proper placement of students

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #6

Action:
Appropriate placement of students into mathematics classes

Person or Persons Responsible:
Teachers and administrators

Target Dates or Schedule:
All year- August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Proper placement of students; evaluate the percentage of change between the 2012-13 school year to the current school year.

Goal #6:	Mathematics: Increase the percentage of students at or above FCAT Level 3 from 62% to 70%
Barrier #3:	Lack of proper professional development to overcome lack of knowledge
Strategy #1 to Overcome the Barrier	Determine priority areas of professional development to overcome lack of knowledge

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Determine necessary resources both within and outside of the school. Create calendar for professional development throughout the school year.

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
All year-August 2013, January 2014, May 2014, June 2014

Evidence of Completion:
Teacher attendance of professional development offerings including professional learning communities

Facilitator:
District and school based personnel

Participants:
School Based Leadership Team

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #6

Action:
Professional development opportunities; professional learning centers

Person or Persons Responsible:
School Based Leadership Team

Target Dates or Schedule:
All year - August 2013, January 2014, May 2014 and June 2014

Evidence of Completion
Attendance of professional developmnet opportunities by instructional personnel; professional learning center notes and attendance and participation of an administrator

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #6

Action:
Review the effectiveness of professional development as it relates to student achievement

Person or Persons Responsible:
School Based Leadership TEam

Target Dates or Schedule:
All year- August 2013, January 2014, May 2014 and June 2014

Evidence of Completion:
Evaluate the percentage of change between the 2012-13 school year to the current school year

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:

Goal #1: Science: Improve current levels of performance. Our 2013-2014 Target goal for students who will score at least a 3 on Science FCAT is 66%; Our 2013-2014 target goal for students who will score a 4 or higher is 30%

Barrier #2: Lack of proper professional development

Strategy #1: Determine priority areas of professional development to overcome lack of knowledge

Action Step #1: Determine necessary resources both within and outside of the school. Create calendar for professional development throughout the school year to include the Common Core Standards. Grade level PLC's and department meetings which enhance school networking and data articulation.

Facilitator leader
District and school based personnel

Participants
School Based Leadership Team

Target dates or schedule
All year-August 2013, January 2014, May 2014 and June 2014

Evidence of Completion and Person Responsible for Monitoring
Teacher attendance of professional development offerings
(Person Responsible: School Based Leadership Team)

Barrier #3: Not utilizing resources available

Strategy #1: Engage students in various ways of learning

Action Step #1: Teachers and students will utilize various resources available within the school and online

Facilitator leader
District and school based personnel

Participants
Teachers and administrators

Target dates or schedule
All year - August 2013, January 2014, May 2014, June 2014

Evidence of Completion and Person Responsible for Monitoring
The number of students and teachers participating in a variety of resources and enrichmentment activities
(Person Responsible: Teachers and students)

Goal #2: Reading: Increase the percent of students at or above FCAT Level 3 from 66% to 74%

Barrier #1: Insufficient standard based instruction

Strategy #1: Set and communicate a purpose for learning and learning goals in each lesson

Action Step #1: Align lesson with a course standard or benchmark and to the district/school pacing guide; Include into the lesson a goal/essential question and Common Core strategies with complex text; Include teacher explanation of how the class activities relate to the learning goal and to answering the essential question; Focus and/or refocus class discussion by referring back to the learning goal/ essential question; Include a scale or rubric that relates to the learning goal that is posted so that all students can see and refer to it; Provide formative assessment to assess learning and understanding; Provide differentiated instruction as necessary for ED, ELL, and SWD and other subgroups; Teacher reference to the scale or rubric throughout the lesson; Administrators will conduct periodic walk-throughs and review lesson plans

Facilitator leader
District and school based personnel

Participants
All teachers

Target dates or schedule
All year

Evidence of Completion and Person Responsible for Monitoring
Administrators will conduct periodic walk-throughs and review lesson plans
(Person Responsible: All teachers)

Barrier #2: Incorrect placement for students who are Level 1 or 2

Strategy #1: Appropriately place students that have not achieved a Level 3 or higher and correct improper placement for students who are Level 1 or 2.

Action Step #1: The administration will review the school-wide FCAT data and share with the staff the first week of school to determine the Level 1 and 2 students for proper reading placement. Administration will create a "reader sorter list" for listed placement of students. Counselors will review to make sure Level 1 and 2 reading students are placed in the appropriate reading class. Reading teachers will review their class lists for proper placements of their students into reading classes. Adjustments will be reported to counselors and made in the computer.

Facilitator leader
District and school based personnel

Participants
Administration, counselors and teachers

Target dates or schedule
All year- August 2013, January 2014, May 2014 and June 2014

Evidence of Completion and Person Responsible for Monitoring
Proper adjustments conducted by counselors into the computer.
(Person Responsible: Administration, counselors and teachers)

Barrier #3: Lack of proper professional development

Strategy #1: Determine priority areas of professional development to overcome lack of knowledge

Action Step #1: Determine necessary resources both within and outside of the school. Create calendar for professional development throughout the school year.

Facilitator leader
District and school based personnel

Participants
School Based Leadership Team

Target dates or schedule
August 2013, January 2014, May 2014 and June 2014

Evidence of Completion and Person Responsible for Monitoring
Teacher attendance of professional development offerings
(Person Responsible: School Based Leadership Team)

Goal #3: (Bradley MOU) African-American students will increase learning gains in reading (41% to 50%) and mathematics (31% to 40%)

Barrier #1: Lack of differentiated instruction for African-American students

Strategy #3: Provide a variety of enrichment activities for African-American students

Action Step #1: Create schedules for weekly tutoring and ELP. Secure highly trained teachers for enrichment activities including rocketry, math club, Future Cities, STEP, multicultural committee, 5000 Role Model, various sports and other clubs. Advertise and encourage student activities through school newsletters and morning announcements, Connect Ed and the school website.

Facilitator leader
District and school personnel

Participants
Various personnel including Victoria Hawkins and Michelle Lampert for the ELP and staff involved in enrichment activities

Target dates or schedule
All year-August 2013, January 2014, May 2014 and June 2014

Evidence of Completion and Person Responsible for Monitoring
Completion of ELP and tutoring schedule, as well as schedule regular enrichment activities as listed
(Person Responsible: Various personnel including Victoria Hawkins and Michelle Lampert for the ELP and staff involved in enrichment activities)

Goal #4: Writing: Increase the percentage of students at or above FCAT Level 3.5 from 66% to 74%

Barrier #1: Lack of student engagement

Strategy #1: - Set and communicate a purpose for learning and learning goals in each lesson and implement high yield instructional strategies to lessen insufficient standard based in instruction.

Action Step #1: Align lesson with a course standard or benchmark and to the district/school pacing guide; Include into the lesson a goal/essential question and Common Core strategies with complex text; Include teacher explanation of how the class activities relate to the learning goal and to answering the essential question; Focus and/or refocus class discussion by referring back to the learning goal/ essential question; Include a scale or rubric that relates to the learning goal that is posted so that all students can see and refer to it; Provide formative assessments to assess learning and understanding; Provide differentiated instruction as necessary for ED, ELL, and SWD and other subgroups; Teacher reference to the scale or rubric throughout the lesson.

Facilitator leader
District and school based personnel

Participants
Teachers and Administrators

Target dates or schedule
All year - August 2013, January 2014, May 2014 and June 2014

Evidence of Completion and Person Responsible for Monitoring
Administrators will conduct periodic walk-throughs and review lesson plans.
(Person Responsible: Teachers and Administrators)

Barrier #2: Lack of proper professional development

Strategy #1: Determine priority areas of professional development to overcome lack of knowledge

Action Step #1: Determine necessary resources both within and outside of the school. Create calendar for professional development throughout the school year.

Facilitator leader
District and school based personnel

Participants
Teachers, Administrators

Target dates or schedule
All year-August 2013, January 2014, May 2014 and June 2014

Evidence of Completion and Person Responsible for Monitoring
Attendance and participation in professional development activities including weekly professional learning centers and outside sources of development
(Person Responsible: Teachers, Administrators)

Goal #6: Mathematics: Increase the percentage of students at or above FCAT Level 3 from 62% to 70%

Barrier #1: Insufficient standard based instruction with lack of student engagement

Strategy #1: The teacher will identify eth learning goal in each lesson while communicating the purpose for learning

Action Step #1: Set and communicate a purpose for learning and learning goals in each lesson and implement high yield instructional strategies to reduce insufficient standard based instruction.Align lesson with a course standard or benchmark and to the district/school pacing guide; Include into the lesson a goal/essential question and Common Core strategies with complex text; Include teacher explanation of how the class activities relate to the learning goal and to answering the essential question; Focus and/or refocus class discussion by referring back to the learning goal/essential question; Include a scale or rubric that relates to the learning goal that is posted so that all students can see and refer to it; Provide formative assessments to assess learning and understanding; Provide differentiated instruction as necessary for ED, ELL, and SWD and other subgroups; Teacher reference to the scale or rubric throughout the lesson

Facilitator leader
District and school based personnel

Participants
Mathematics Teachers

Target dates or schedule
Daily

Evidence of Completion and Person Responsible for Monitoring
Administrators will conduct periodic walk-throughs and review lesson plan.
(Person Responsible: Mathematics Teachers)

Barrier #2: Incorrect placement of students who are Level 1 or Level 2 in mathematics

Strategy #1: Appropriately place students that have not achieved a Level 3 or higher and correct improper placement for students who are Level 1 or 2

Action Step #1: The administration will review the school-wide FCAT data and share with the staff the first week of school to determine the Level 1 and 2 students for proper mathematics placement. Counselors will review to make sure Level 1 and 2 mathematics students are placed in the appropriate mathematics class. Mathematics teachers will review their class lists for proper placements of their students into mathematics classes. Adjustments will be reported to counselors and made in the computer. If students were placed into an advanced class, provisions will be put into place such as ELP and tutoring to ensure student success.

Facilitator leader
District and school based personnel

Participants
Administrators, Teachers and Counselors

Target dates or schedule
All year - August 2013, January 2014, May 2014 and June 2014

Evidence of Completion and Person Responsible for Monitoring
Adjustments to students schedules as necessary
(Person Responsible: Administrators, Teachers and Counselors)

Barrier #3: Lack of proper professional development to overcome lack of knowledge

Strategy #1: Determine priority areas of professional development to overcome lack of knowledge

Action Step #1: Determine necessary resources both within and outside of the school. Create calendar for professional development throughout the school year.

Facilitator leader
District and school based personnel

Participants
School Based Leadership Team

Target dates or schedule
All year-August 2013, January 2014, May 2014, June 2014

Evidence of Completion and Person Responsible for Monitoring
Teacher attendance of professional development offerings including professional learning communities
(Person Responsible: School Based Leadership Team)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
Goal #1	Science: Improve current levels of performance. Our 2013-2014 Target goal for students who will score at least a 3 on Science FCAT is 66%; Our 2013-2014 target goal for students who will score a 4 or higher is 30%	$2,270
Goal #3	(Bradley MOU) African-American students will increase learning gains in reading (41% to 50%) and mathematics (31% to 40%)	$500
Goal #4	Writing: Increase the percentage of students at or above FCAT Level 3.5 from 66% to 74%	$4,500
	Total	$7,270

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Total
District or no cost	$1,500	$1,500
School Improvement Plan Funds	$5,000	$5,000
District	$0	$0
District and School Improvement Funds	$770	$770
Total	$7,270	$7,270

Budget Detail

Goal #1: Science: Improve current levels of performance. Our 2013-2014 Target goal for students who will score at least a 3 on Science FCAT is 66%; Our 2013-2014 target goal for students who will score a 4 or higher is 30%

Barrier #2: Lack of proper professional development

Strategy #1: Determine priority areas of professional development to overcome lack of knowledge

Action Step #1: Determine necessary resources both within and outside of the school. Create calendar for professional development throughout the school year to include the Common Core Standards. Grade level PLC's and department meetings which enhance school networking and data articulation.

Resource Type	Evidence-Based Program
Resource	Technology (no cost), STEM activities/equipment including texts, lab equipment/ supplies
Funding Source	School Improvement Plan Funds
Amount Needed	$1,500

Barrier #3: Not utilizing resources available

Strategy #1: Engage students in various ways of learning

Action Step #1: Teachers and students will utilize various resources available within the school and online

Resource Type	Evidence-Based Program
Resource	FCAT Explorer, Moble carts, texts, newspapers, district binders
Funding Source	District and School Improvement Funds
Amount Needed	$770

Goal #2: Reading: Increase the percent of students at or above FCAT Level 3 from 66% to 74%

Barrier #1: Insufficient standard based instruction

Strategy #1: Set and communicate a purpose for learning and learning goals in each lesson

Action Step #1: Align lesson with a course standard or benchmark and to the district/school pacing guide; Include into the lesson a goal/essential question and Common Core strategies with complex text; Include teacher explanation of how the class activities relate to the learning goal and to answering the essential question; Focus and/or refocus class discussion by referring back to the learning goal/ essential question; Include a scale or rubric that relates to the learning goal that is posted so that all students can see and refer to it; Provide formative assessment to assess learning and understanding; Provide differentiated instruction as necessary for ED, ELL, and SWD and other subgroups; Teacher reference to the scale or rubric throughout the lesson; Administrators will conduct periodic walk-throughs and review lesson plans

Resource Type	Evidence-Based Program
Resource	District Wide Training, Lecturers, Teacher collaboration, DBQ Binders, Technology
Funding Source	District or no cost
Amount Needed	$0

Barrier #3: Lack of proper professional development

Strategy #1: Determine priority areas of professional development to overcome lack of knowledge

Action Step #1: Determine necessary resources both within and outside of the school. Create calendar for professional development throughout the school year.

Resource Type	Evidence-Based Program
Resource	District Wide Training, Lecturers, Teacher collaboration, DBQ Binders, Technology
Funding Source	District or no cost
Amount Needed	$0

Goal #3: (Bradley MOU) African-American students will increase learning gains in reading (41% to 50%) and mathematics (31% to 40%)

Barrier #1: Lack of differentiated instruction for African-American students

Strategy #3: Provide a variety of enrichment activities for African-American students

Action Step #1: Create schedules for weekly tutoring and ELP. Secure highly trained teachers for enrichment activities including rocketry, math club, Future Cities, STEP, multicultural committee, 5000 Role Model, various sports and other clubs. Advertise and encourage student activities through school newsletters and morning announcements, Connect Ed and the school website.

Resource Type	Evidence-Based Program
Resource	Various resources including district training,lecturers, school staff, STEP program needs
Funding Source	School Improvement Plan Funds
Amount Needed	$500

Goal #4: Writing: Increase the percentage of students at or above FCAT Level 3.5 from 66% to 74%

Barrier #1: Lack of student engagement

Strategy #1: - Set and communicate a purpose for learning and learning goals in each lesson and implement high yield instructional strategies to lessen insufficient standard based in instruction.

Action Step #1: Align lesson with a course standard or benchmark and to the district/school pacing guide; Include into the lesson a goal/essential question and Common Core strategies with complex text; Include teacher explanation of how the class activities relate to the learning goal and to answering the essential question; Focus and/or refocus class discussion by referring back to the learning goal/ essential question; Include a scale or rubric that relates to the learning goal that is posted so that all students can see and refer to it; Provide formative assessments to assess learning and understanding; Provide differentiated instruction as necessary for ED, ELL, and SWD and other subgroups; Teacher reference to the scale or rubric throughout the lesson.

Resource Type	Evidence-Based Program
Resource	District Wide Training, Lecturers, Teacher collaboration, DBQ Binders, Technology, Common Core materials
Funding Source	District or no cost
Amount Needed	$1,500

Barrier #2: Lack of proper professional development

Strategy #1: Determine priority areas of professional development to overcome lack of knowledge

Action Step #1: Determine necessary resources both within and outside of the school. Create calendar for professional development throughout the school year.

Resource Type	Evidence-Based Program
Resource	District Wide Training, Lecturers, Teacher collaboration, DBQ Binders, Technology
Funding Source	School Improvement Plan Funds
Amount Needed	$3,000

Goal #6: Mathematics: Increase the percentage of students at or above FCAT Level 3 from 62% to 70%

Barrier #2: Incorrect placement of students who are Level 1 or Level 2 in mathematics

Strategy #1: Appropriately place students that have not achieved a Level 3 or higher and correct improper placement for students who are Level 1 or 2

Action Step #1: The administration will review the school-wide FCAT data and share with the staff the first week of school to determine the Level 1 and 2 students for proper mathematics placement. Counselors will review to make sure Level 1 and 2 mathematics students are placed in the appropriate mathematics class. Mathematics teachers will review their class lists for proper placements of their students into mathematics classes. Adjustments will be reported to counselors and made in the computer. If students were placed into an advanced class, provisions will be put into place such as ELP and tutoring to ensure student success.

Resource Type	Evidence-Based Program
Resource	Technology
Funding Source	District or no cost
Amount Needed	$0

Barrier #3: Lack of proper professional development to overcome lack of knowledge

Strategy #1: Determine priority areas of professional development to overcome lack of knowledge

Action Step #1: Determine necessary resources both within and outside of the school. Create calendar for professional development throughout the school year.

Resource Type	Evidence-Based Program
Resource	Technology/ software, district training
Funding Source	District
Amount Needed	$0