

# FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

**School:** 3411 - Pinellas Park Middle School  
**District:** 52 - Pinellas  
**Principal:** Dave Rosenberger  
**SAC Chair:** Timothy Priel  
**Superintendent:** Dr. Michael A Grego  
**School Board Approval Date:** 09/09/2013  
**Last Modified on:** 11/01/2013

<b>Address:</b>	<u>Physical</u>	<u>Mailing</u>
	6940 70TH AVE N Pinellas Park, FL 33781	6940 70TH AVE N Pinellas Park, FL 33781
<b>Phone Number:</b>	727-545-6400	
<b>Web Address:</b>	<a href="http://www.pp-ms.pinellas.k12.fl.us">http://www.pp-ms.pinellas.k12.fl.us</a>	
<b>Email Address:</b>	3411.principal@pcsb.org	

<b>School Type:</b>	Middle School			
<b>Alternative:</b>	No			
<b>Charter:</b>	No			
<b>Title I:</b>	Yes			
<b>Free/Reduced Lunch:</b>	78%			
<b>Minority:</b>	49%			
<b>School Grade History:</b>	<u>2012-13</u> D	<u>2011-12</u> D	<u>2010-11</u> D	<u>2009-10</u> C

### 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

<b>Current School Status</b>	
<b>School Information</b>	
<b>School-Level Information</b>	
<b>School</b> Pinellas Park Middle School	
<b>Principal's name</b> Dave Rosenberger	
<b>School Advisory Council chair's name</b> Timothy Priel	
<b>Names and position titles of the School-Based Leadership Team (SBLT)</b>	
<b>Name</b>	<b>Title</b>
Dave Rosenberger	Principal
Melissa Campbell	Assistant Principal
Carlmon Jones	Assistant Principal
Connisheia Mathews	Assistant Principal
Heather Obartuck	Literacy Instructional Coach
Forristine Porter	Math Instructional Coach
Michele Stewart	Science Instructional Coach
Tiffany Owen	Reading Department Chair
Angela Moslek	Language Arts Department Chair
Monica Straatsma	Social Studies Department Chair
Stephani Bohl	Math Department Chair
Vanessa Barkman	Science Department Chair
Kimberly Vongsyprasom	ESE/ TSA Specialist
Tricia Crawford	School Social Worker
Erin Bradley	Career and Technical Education (CTE)
<b>District-Level Information</b>	
<b>District</b> Pinellas	
<b>Superintendent's name</b> Dr. Michael A Grego	
<b>Date of school board approval of SIP</b> 09/09/2013	
<b>School Advisory Council (SAC)</b>	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
<b>Describe the membership of the SAC including position titles</b>	
Timothy Priel (SAC Chairperson); Dave Rosenberger (Principal); Melissa Campbell (Assistant Principal), Carlmon Jones (Assistant Principal); Connisheia Mathews (Assistant Principal); Tiffany Davies (PTSA Chair/ Parent); Janet Ruffin (Parent)	
<b>Describe the involvement of the SAC in the development of this school improvement plan</b>	
The School Advisory Council will be responsible for reviewing and revising the School Improvement Plan for the 2013-14 school year.	
<b>Describe the activities of the SAC for the upcoming school year</b>	

SACs give all stakeholder groups (administrators, parents, students, staff, and the larger community) a real voice in school-based decision-making and the power to influence all aspects of the work of the school. SACs promote collaboration and understanding and build support for the school's overall goals as well as individual programs, policies, and initiatives.

The activities the PPMS SAC Committee will participate in include:

- Review, revise, and accept School Improvement Plan
- Review, analyze, and propose suggestions/ recommendations to school barriers and projects
- Provide input on SAC budget
- Inquires about school matters and informs the community about the school

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

School Advisory Council funds will be used to assist with purchasing resources, supplies, equipment that tie into teaching and learning in the classroom, as supported by the School Improvement Plan. The SAC budget is TBD.

**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**

N/A

**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).

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:**

**Dave Rosenberger**

Principal	Years as Administrator: 11	Years at Current School: 0
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**Credentials**  
 Educational Leadership K-12  
 Guidance K-12  
 Social Studies 6-12

**Performance Record**  
 Mr. Rosenberger was previously the principal at Clearwater Fundamental Middle School for the past 4 years. Prior to his principal appointment, Mr. Rosenberger served as Assistant Principal at Clearwater Fundamental. Each year serving as an administrator, CFMS received an A school grade. Each year, CFMS has been rated in the top 3 middle schools in Pinellas County in student achievement.

<b>Carlmon Jones</b>		
Asst Principal	Years as Administrator: 9	Years at Current School: 1
<b>Credentials</b>	Educational Leadership K-12 Math 5-9 Math 6-12	
<b>Performance Record</b>	Mr. Jones transferred to PPMS in February 2013 from Dixie Hollins High School, where he oversaw the School Improvement Plan and SIG grant. He also oversaw the math initiatives, attendance, suspension, and parent involvement initiatives while at Dixie. Mr. Jones helped move Dixie Hollins out of state DA oversight in the 2011-12, and the first semester of the 2012-13 school year.	
<b>Melissa Campbell</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 0
<b>Credentials</b>	A.A.; B.S. English/Language Arts M.Ed. Educational Leadership	
<b>Performance Record</b>	Mrs. Campbell transferred to PPMS from Osceola Fundamental High School in June 2013. While at OFHS, Mrs. Campbell was the AP of curriculum and was instrumental in the school gradually increasing its school grade from a B to an A.	
<b>Connisheia Matthews</b>		
Asst Principal	Years as Administrator: 3	Years at Current School: 2
<b>Credentials</b>	Educational Leadership K-12 English 6-12 Reading Endorsement ESOL	
<b>Performance Record</b>	*Teacher at Tyrone Middle School 2006-2009 *Curriculum Specialist at Tyrone Middle School 2009-2010 *Staff Developer for Professional Development 2010-2011 *Assistant Principal 2011-Current at Pinellas Park Middle School	
<b>Instructional Coaches</b>		
<b># Instructional Coaches 4</b>		
<b># Receiving Effective rating or higher</b> (not entered because basis is < 10)		
<b>Instructional Coach Information:</b>		
<b>Heather Obartuck</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	ESE K-12, Reading Certified K-12	
<b>Performance Record</b>		

<b>Johannes Jaspers</b>		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Other	
<b>Credentials</b>	ESE K-12, Middle Grades Int. 5-9, Speech 6-12	
<b>Performance Record</b>		
<b>Forristine Porter</b>		
Full-time / School-based	Years as Coach: 6	Years at Current School: 0
<b>Areas</b>	Mathematics	
<b>Credentials</b>	B.A. Education; Mathematics 6-12	
<b>Performance Record</b>		
<b>Michele Stewart</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 1
<b>Areas</b>	Science	
<b>Credentials</b>		
<b>Performance Record</b>		
<b>Classroom Teachers</b>		
# of classroom teachers 74		
# receiving effective rating or higher 0%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 0%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. , 0%		
# ESOL endorsed 12, 16%		
# reading endorsed 14, 19%		
# with advanced degrees 26, 35%		
# National Board Certified 0, 0%		
# first-year teachers 8, 11%		
# with 1-5 years of experience 28, 38%		
# with 6-14 years of experience 24, 32%		
# with 15 or more years of experience 14, 19%		
<b>Education Paraprofessionals, pursuant to s. 1012.01(2)(e)</b>		
# of paraprofessionals 0		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0		
<b>Other Instructional Personnel</b>		

<p><b># of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 2</b></p>
<p><b># receiving effective rating or higher</b> (not entered because basis is &lt; 10)</p>
<p><b>Teacher Recruitment and Retention Strategies</b>  This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).  This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p><b>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.</b></p> <ul style="list-style-type: none"> <li>- Regular meetings with district approved school-based mentors (Assistant Principals and Lead Teachers)</li> <li>- Partnering new teachers with veteran staff (Assistant principals)</li> <li>- Local district sponsored Job Fairs/Orientations (Principal &amp; Assistant Principals)</li> </ul> <p>4. District On-line Winocular system  Principal &amp; Assistant Principal  Ongoing</p>
<p><b>Teacher Mentoring Program/Plan</b>  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).  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).</p>
<p><b>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities</b></p> <p>Administration will be responsible for selecting veteran teachers and appropriately pairing them with new teachers to PPMS. New teachers to PPMS will be strategically partnered with a veteran teacher:</p> <ul style="list-style-type: none"> <li>- within the same department</li> <li>- close in proximity</li> <li>- good personality fits</li> </ul>
<p><b>Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)</b>  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).  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).</p>
<p><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</b></p> <p>The School-Based Leadership Team will be responsible for analyzing and gathering student achievement data, attendance data, and discipline data and developing Tier 1 supports that fits the needs of all of our student population and supports our instructional initiatives. If and when students or subgroups of students need more prescribed interventions, the SBLT will look to the School Based Intervention Team (Student Achievement and / or Student Engagement teams) to help prescribe Tier 2 and Tier 3 supports as needed.</p>
<p><b>What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?</b></p>

Facilitator – generates agenda and leads team discussions

- Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/ disaggregating) the data
- Technology Specialist – brokers technology necessary to manage and display data
- Recorder/Note Taker – 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 –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**

Data review of the following sources: FCAT achievement scores, EOC achievement scores, anecdotal records, observation records from teachers or staff

SBLT Team will meet bi-weekly to analyze and discuss school-wide data and sub-group data (academic, attendance, discipline). SBLT will meet on "payday" Fridays.

SBIT Teams will meet on the alternate Fridays (bi-weekly).

**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)**

FCAT data, FAIR data, District Assessment data, FCIM mini-lesson results, GPA, suspensions, attendance and tardies are the primary data sets that were pulled in support of the tiered interventions and decisions related to the SIP.

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

Data will be reviewed and discussed with staff at faculty meetings, department meetings and PLCs

**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).

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:** 9,000

**Strategy Purpose(s)**

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

**Strategy Description**

Remediation, tutoring, and enrichment opportunities for targeted students in Reading and Mathematics. Students can get computer-based instruction and remediation through iReady the program. Compass Learning, Ascend Math, Achieve 3000, FCAT Explorer will also be used as remediation tools.

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

Attendance data for the number of students attending is monitored and reviewed; Progress monitoring for student achievement is analyzed and monitored through iReady to determine grade-level proficiency.

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

Extended Learning Program/ Promise Time Coordinator; Teachers designated for ELP/Promise Time

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Dave Rosenberger	Principal
Melissa Campbell	Assistant Principal
Heather Obartuck	Literacy Instructional Coach
Tiffany Owen	Reading
Angela Moslek	Language Arts
Monica Straatsma	Social Studies
Forristine Porter	Math Instructional Coach
Kimberly Vongsyprasom	ESE / TSA Specialist
Laura Celli	Science / AVID
Maria D'Oleo	Spanish
Donna Smith	Physical Education

**Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)**

- 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

**What will be the major initiatives of the LLT this year?**



- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, Math, and in electives.

**Every Teacher Contributes to Reading Improvement**

**Describe how the school ensures every teacher contributes to the reading improvement of every student**

School-wide instructional initiatives / expectations are shared to teachers in an Instructional Planning Model that includes a benchmark focus (i.e. Lessons must be tied to a content or literacy benchmark and meet grade-level expectations) and an assessment focus (i.e. Lessons must be tied to a measure of student needs / data and be assessed at a benchmark level.

Focuses on the Instructional Planning Model will include, but are not limited to:

Collaboration

- Checks for understanding (turn and talk, group activities w / specified student tasks, etc.)

Literacy (Reading)

- Exposure to complex texts (preferably daily)
- Teacher models how to think aloud, mark the text, reflect on reading

Literacy (Writing)

- Informal writing opportunities ("In the Moment")
- Short, reflective quick writes, exit slips, etc.

Higher Order Questioning

- Pose higher-order questioning
- Teacher models thinking aloud
- Provide "wait" time / allow students to struggle
- Require an answer

**Preschool Transition**

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

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

**Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable**

N/A

**College and Career Readiness**

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

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

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

N/A

**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?**

N/A

**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**

N/A

**Expected Improvements**

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

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	50%	37%	No	55%
American Indian		0%		1%
Asian	62%	58%	No	66%
Black/African American	35%	23%	No	42%
Hispanic	48%	27%	No	54%
White	52%	38%	No	57%
English language learners	32%	8%	No	39%
Students with disabilities	32%	7%	No	39%
Economically disadvantaged	45%	33%	No	51%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	200	23%	28%
Students scoring at or above Achievement Level 4	126	14%	19%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		85%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	403	46%	51%
Students in lowest 25% making learning gains (FCAT 2.0)	522	59%	64%

**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)	28	42%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	28%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	28	43%	48%

<b>Postsecondary Readiness</b>				
	<b>2012 Actual #</b>	<b>2012 Actual %</b>	<b>2014 Target %</b>	
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.				
<b>Area 2: Writing</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	109	34%	39%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%	
<b>Area 3: Mathematics</b>				
<b>Elementary and Middle School Mathematics</b>				
<b>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</b>				
<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	46%		No	51%
American Indian				
Asian	59%		No	63%
Black/African American	37%		No	43%
Hispanic	39%		No	45%
White	48%		No	53%
English language learners	36%		No	42%
Students with disabilities	28%		No	35%
Economically disadvantaged	42%		No	48%
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring at Achievement Level 3	274	28%	33%	
Students scoring at or above Achievement Level 4	128	13%	18%	
<b>Florida Alternate Assessment (FAA)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		65%	
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		45%	
<b>Learning Gains</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Learning Gains	478	49%	54%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		55%	

<b>Middle School Acceleration</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			
<b>Algebra I End-of-Course (EOC) Assessment</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	81	67%	72%
Students scoring at or above Achievement Level 4	18	15%	20%
<b>Geometry End-of-Course (EOC) Assessment</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	10	44%	49%
Students scoring at or above Achievement Level 4	11	48%	53%
<b>Area 4: Science</b>			
<b>Elementary School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
<b>Middle School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	62	19%	24%
Students scoring at or above Achievement Level 4	36	11%	16%
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		5%
<b>Area 5: Science, Technology, Engineering, and Mathematics (STEM)</b>			

<b>All Levels</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target</b>
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) Participation in STEM-related experiences provided for students			
<b>Area 6: Career and Technical Education (CTE)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students enrolling in one or more CTE courses Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses Students taking CTE industry certification exams Passing rate (%) for students who take CTE industry certification exams CTE program concentrators CTE teachers holding appropriate industry certifications			
<b>Area 8: Early Warning Systems</b>			
<b>Elementary School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time Students retained, pursuant to s. 1008.25, F.S. Students who are not proficient in reading by third grade Students who receive two or more behavior referrals Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			
<b>Middle School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	281	25%	20%
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals	206	18%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	153	14%	10%
<b>Area 9: Parent Involvement</b>			
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).			
<b>Describe parental involvement targets for your school</b>			

To increase parental involvement at Pinellas Park Middle School by:

- The re-launching of the school's PTSA (Thunderbird PTSA)
- Increasing the number of parents involved in the school's SAC
- Increase the opportunities for parents to see their children showcased for academic talents, performing arts talents, and athletic talents.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement			

**Area 10: Additional Targets**

**Description of additional targets**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Goals Summary**

**Goal #1:**

(Bradley MOU Goal): To close the achievement gap between black and non-black students to our 2014 AMO targets.

**Goal #2:**

Student achievement will increase when EFFECTIVE DELIVERY OF CURRICULUM, DATA-RESPONSIVE INSTRUCTION, and ASSESSMENT is occurring, as evidenced by the IMPLEMENTATION OF RIGOROUS STANDARDS BASED LESSONS in all classrooms.

**Goal #3:**

To increase parental involvement, including the use of FOCUS student information system.

**Goal #4:**

To reduce the number of students with 10 or more absences by 10%.

**Goal #5:**

To reduce the number of students being suspended (out of school and in-school) by 10%

**Goals Detail**

**Goal #1:**

**(Bradley MOU Goal): To close the achievement gap between black and non-black students to our 2014 AMO targets.**

**Targets Supported •**

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Writing
- 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
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School
- Additional Targets

**Resources Available to Support the Goal**

- Teachers
- Curriculum/pacing guide
- Title I Hourly teachers
- Instructional program supports (Achieve 3000, FCAT Explorer, Compass Learning, V-Math, etc.)
- Extended Learning Program / Promise Time
- Mentors

**Targeted Barriers to Achieving the Goal**

- Lack of instructional best practices (i.e. setting learning goals; identifying learning criteria; assessing prior knowledge/learning; using strategies/assessments to elicit student thinking, inform and differentiate instruction; engaging students in rigorous tasks; providing teacher-specific feedback; peer/self-assessments, etc.)



### Plan to Monitor Progress Toward the Goal

**Action:**

Observe the effective use of strategies obtained from PD during classroom walkthroughs; SBIT meeting minutes reflect progress monitoring of African American students regarding their grades, attendance, and discipline; Teacher lesson plans shows a systematic process for remediating students who have not mastered specific tetsted benchmarks covered

**Person or Persons Responsible:**

Administration; School-Based Intervention Team

**Target Dates or Schedule:**

on-going throughout the school year

**Evidence of Completion:**

Classroom walkthrough data; SBIT minutes; lesson plans; attendance and progress data from ELP and Promise Time

**Goal #2: Student achievement will increase when EFFECTIVE DELIVERY OF CURRICULUM, DATA-RESPONSIVE INSTRUCTION, and ASSESSMENT is occurring, as evidenced by the IMPLEMENTATION OF RIGOROUS STANDARDS BASED LESSONS in all classrooms.**

**Targets Supported •**

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Writing
- 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
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Additional Targets

**Resources Available to Support the Goal**

- Standards-aligned curriculum
- Pacing/curriculum guides
- Professional Development
- Instructional program supports: software/web-based (Compass Learning, V-Math, Achieve 3000, Florida Achieves/FCAT Explorer, etc.)
- Title I Hourly Teachers
- District Assessments
- Formative Assessments

**Targeted Barriers to Achieving the Goal**

- Lack of instructional best practices (i.e. setting learning goals; identifying learning criteria; assess prior learning; using strategies/assessments to elicit student thinking, inform and differentiate instruction; engaging students in rigorous tasks; providing teacher-specific feedback; peer/self-assessment; rubrics; etc.)

**Plan to Monitor Progress Toward the Goal**

**Action:**

Collect, analyze, revise teacher's Individual Professional Development Plan; visiting classrooms and collecting data, teacher conferences on instructional practices and lessons presented; attending PLCs / reviewing PLC minutes; survey teachers on their current level of implementation on instructional practices

**Person or Persons Responsible:**

Administration and Instructional Coaches

**Target Dates or Schedule:**

on-going throughout the school year

**Evidence of Completion:**

Classroom walkthrough data; student work; district assessment data shows improved performance; teacher feedback; PLC attendance logs; professional development attendance logs

**Goal #3: To increase parental involvement, including the use of FOCUS student information system.**

**Targets Supported** • Parental Involvement

**Resources Available to Support the Goal**

- Administration
- Teachers
- Community Liaison
- Focus
- Guidance Counselors
- Parent Teacher Student Association
- School Advisory Council
- Back to School Night
- 6th grade Orientation
- Band Concerts
- Choral Concerts
- Evening Student Showcases

**Targeted Barriers to Achieving the Goal** • Lack of frequent school-to-home communication

**Plan to Monitor Progress Toward the Goal**

**Action:**  
Review attendance data Review parent survey data

**Person or Persons Responsible:**  
School administration

**Target Dates or Schedule:**  
on-going

**Evidence of Completion:**  
Increased parent involvement

**Goal #4: To reduce the number of students with 10 or more absences by 10%.**

**Targets Supported** • EWS  
• EWS - Middle School

**Resources Available to Support the Goal** • School administration  
• Teachers  
• School-Based Leadership Team  
• Child Study Team

**Targeted Barriers to Achieving the Goal** • Lack of student engagement

**Plan to Monitor Progress Toward the Goal**

**Action:**  
Receive updates from Child Study Team on daily attendance; plans in place for excess absent students

**Person or Persons Responsible:**  
School-Based Leadership Team

**Target Dates or Schedule:**  
bi-weekly; on-going

**Evidence of Completion:**  
Improved student attendance

**Goal #5: To reduce the number of students being suspended (out of school and in-school) by 10%**

**Targets Supported** • Additional Targets

**Resources Available to Support the Goal** • School administration  
• Teachers  
• Mentors

**Targeted Barriers to Achieving the Goal** • Lack of student engagement

**Plan to Monitor Progress Toward the Goal**

**Action:**

Monitor discipline data; including referrals

**Person or Persons Responsible:**

School-Based Leadership Team

**Target Dates or Schedule:**

bi-weekly; on-going

**Evidence of Completion:**

Fewer referrals Fewer in-school suspensions Fewer out of school suspensions

**Action Plan for Improvement**

**Goal #1:** (Bradley MOU Goal): To close the achievement gap between black and non-black students to our 2014 AMO targets.

**Barrier #1:** Lack of instructional best practices (i.e. setting learning goals; identifying learning criteria; assessing prior knowledge/learning; using strategies/assessments to elicit student thinking, inform and differentiate instruction; engaging students in rigorous tasks; providing teacher-specific feedback; peer/self-assessments, etc.)

**Strategy #1 to Overcome the Barrier** Engaging in professional development around culturally-responsive teaching.

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**

Create a system of positive behavior supports, aligning with the school-wide behavior expectations, that recognizes students for modeling appropriate behavior.

**Person or Persons Responsible:**

School-Based Intervention Team

**Target Dates or Schedule:**

September 2013

**Evidence of Completion:**

Discipline data; student engagement data; classroom walkthrough data; teacher feedback

**Facilitator:**

School-Based Intervention Team

**Participants:**

Teachers and relevant staff

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### Step #2 to Implement Strategy #1 - Budget Item - PD Opportunity

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**Action:**

Teachers will create a systematic process to align student mastery of concepts and benchmarks to the opportunity of allowing a student multiple opportunities to take assessments if they did not show mastery on the first or second opportunity.

**Person or Persons Responsible:**

Teachers

**Target Dates or Schedule:**

on-going throughout the school year

**Evidence of Completion:**

student assessment data; district assessment data; FCAT data; lesson plans

**Facilitator:**

Instructional Coaches

**Participants:**

Teachers and relevant staff

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

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**Action:**

Analyze and discuss discipline data (black vs non-black); analyze and discuss teacher grade distribution at each 6-week interval (black vs. non-black); analyze and discuss district assessment data for African-American students as compared to the entire school; targeting specific African-American students for Extended Learning Program and Promise Time for remediation and enrichment purposes

**Person or Persons Responsible:**

Administration; School-Based Intervention Team

**Target Dates or Schedule:**

on-going throughout the school year

**Evidence of Completion**

Minutes from SBIT meetings depicting conversation, discussion, and analysis of discipline data, student assessment data, and grade distribution data; Attendance and progress data of targeted students for ELP and Promise Time

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

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**Action:**

Gather specific qualitative feedback on instructional practices from African-American students, their parents and teachers via survey, conferences, phone conversations; Review attendance data for targeted African American students for Extended Learning and Promise Time;

**Person or Persons Responsible:**

Administration; School-Based Intervention Team

**Target Dates or Schedule:**

on-going throughout the school year

**Evidence of Completion:**

feedback results; student assessment data shows improvement; high attendance data and progress data for targeted African American students at ELP and Promise Time

<b>Goal #2:</b>	Student achievement will increase when EFFECTIVE DELIVERY OF CURRICULUM, DATA-RESPONSIVE INSTRUCTION, and ASSESSMENT is occurring, as evidenced by the IMPLEMENTATION OF RIGOROUS STANDARDS BASED LESSONS in all classrooms.
<b>Barrier #1:</b>	Lack of instructional best practices (i.e. setting learning goals; identifying learning criteria; assess prior learning; using strategies/assessments to elicit student thinking, inform and differentiate instruction; engaging students in rigorous tasks; providing teacher-specific feedback; peer/self-assessment; rubrics; etc.)
<b>Strategy #1 to Overcome the Barrier</b>	Build capacity of teachers to implement rigorous standards-based lessons.

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**  
Engaging in site-based and district-based professional development.

**Person or Persons Responsible:**  
Teachers and relevant staff

**Target Dates or Schedule:**  
on-going during the school year

**Evidence of Completion:**  
Observed use of strategies offered during professional development; walkthrough data; PD attendance rosters; MoodleLMS transcripts

**Facilitator:**  
Instructional coaches; district PD facilitators; selected instructional/administrative staff

**Participants:**  
Teachers and relevant staff

**Step #2 to Implement Strategy #1 - PD Opportunity**

**Action:**  
Use common planning time to work collaboratively and collectively develop rigorous standards-based lessons.

**Person or Persons Responsible:**  
Teachers and relevant staff

**Target Dates or Schedule:**  
Weekly, during common planning time

**Evidence of Completion:**  
Lesson plans, Classroom walkthrough data, common planning logs, Common Planning Protocol.

**Facilitator:**  
Instructional Coach / PLC Chair

**Participants:**  
Department members, coaches, administrators, Title 1 hourly teachers, district partners

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

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**Action:**

Instructional coaches will work with teachers via differentiated coaching cycles in order to assist them in the development and implementation of instructional best practices.

**Person or Persons Responsible:**

Instructional Coaches

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Coaching logs, walk through data, feedback from teachers

**Facilitator:**

Instructional coaches

**Participants:**

Teachers and relevant staff

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

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**Action:**

Collect, analyze, revise teacher's Individual Professional Development Plan; visiting classrooms and collecting CWT data, teacher conferences on instructional practices and lessons presented; attending PLCs / reviewing PLC minutes

**Person or Persons Responsible:**

Administration and Instructional Coaches

**Target Dates or Schedule:**

on-going during the school year

**Evidence of Completion**

Observed evidence of strategies taken from PD during classroom walkthroughs and in lesson plans; student work; data walls in classrooms; district assessment data shows improved performance

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

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**Action:**

Attend PLC meetings or review PLC minutes; have teacher meetings; survey teachers on current level of implementation on instructional practices; classroom walkthroughs

**Person or Persons Responsible:**

Administration and Instructional Coaches

**Target Dates or Schedule:**

on-going throughout the school year

**Evidence of Completion:**

Classroom walkthrough data; teacher survey data; student work; district assessment data shows improved performance; PLC attendance logs;

<b>Goal #3:</b>	To increase parental involvement, including the use of FOCUS student information system.
<b>Barrier #1:</b>	Lack of frequent school-to-home communication
<b>Strategy #1 to Overcome the Barrier</b>	Use multiple form of communication outlets to inform parents of school activities.

**Step #1 to Implement Strategy #1**

**Action:**

-Use School Messenger to communicate important school activities -Use school web-site to inform parents of important school-related information/activities -Use school newsletter to inform parents of upcoming important dates/activities -Use school marquee to inform parents of upcoming important dates/activities

**Person or Persons Responsible:**

School administration

**Target Dates or Schedule:**

September 2013 - ongoing

**Evidence of Completion:**

Increased parent involvement

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

**Action:**

Review attendance data Review parent survey data

**Person or Persons Responsible:**

School administration

**Target Dates or Schedule:**

ongoing

**Evidence of Completion**

Increased parent involvement

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

**Action:**

Review attendance data Review parent survey data

**Person or Persons Responsible:**

School administration

**Target Dates or Schedule:**

on-going

**Evidence of Completion:**

Increased parent involvement



<b>Goal #4:</b>	To reduce the number of students with 10 or more absences by 10%.
<b>Barrier #1:</b>	Lack of student engagement
<b>Strategy #2 to Overcome the Barrier</b>	Establish a monitoring program that will monitor individual students and communicate with their parents regarding attendance.

**Step #1 to Implement Strategy #2**

**Action:**

\*Monitor student attendance \*Identify students with excessive absences \*Create a Check and Connect mentoring program to individually touch base and monitor student attendance. \*Reward students with no absences and students who have improved their attendance from one semester to another

**Person or Persons Responsible:**

Child Study Team

**Target Dates or Schedule:**

September 2013 - ongoing

**Evidence of Completion:**

Improved student attendance -daily student attendance -reduction of excessive absent students

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

**Action:**

Receive updates from Child Study Team on daily attendance; plans in place for excess absent students

**Person or Persons Responsible:**

School-Based Leadership Team

**Target Dates or Schedule:**

bi-weekly; on-going

**Evidence of Completion**

Improved student attendance

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

**Action:**

Receive updates from Child Study Team on daily attendance; plans in place for excess absent students

**Person or Persons Responsible:**

School-Based Leadership Team

**Target Dates or Schedule:**

bi-weekly; on-going

**Evidence of Completion:**

Improved student attendance

<b>Goal #5:</b>	To reduce the number of students being suspended (out of school and in-school) by 10%
<b>Barrier #1:</b>	Lack of student engagement
<b>Strategy #1 to Overcome the Barrier</b>	Use alternative methods, other than in-school and out of school suspensions, to discipline students for disciplinary infractions where applicable.

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**  
Use a progressive classroom management plan prior to writing a student up for disciplinary infractions, including making parent contact.

**Person or Persons Responsible:**  
Teachers

**Target Dates or Schedule:**  
on-going

**Evidence of Completion:**  
Less disciplinary referrals Fewer in-school suspensions Fewer out of school suspensions

**Facilitator:**  
Administration; Guidance Counselors

**Participants:**  
Teachers

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

**Action:**  
Monitor discipline data, including referrals

**Person or Persons Responsible:**  
School-Based Leadership Team

**Target Dates or Schedule:**  
bi-weekly; on-going

**Evidence of Completion**  
Fewer referrals Fewer in-school suspensions Fewer out of school suspensions

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

**Action:**  
Monitor discipline data; including referrals

**Person or Persons Responsible:**  
School-Based Leadership Team

**Target Dates or Schedule:**  
bi-weekly; on-going

**Evidence of Completion:**  
Fewer referrals Fewer in-school suspensions Fewer out of school suspensions

**Coordination and Integration**

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

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

**Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school**

Title I, Part A

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

Title I, Part D

The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

Title II

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

Title III

Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.

Nutrition Programs

Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

**Professional Development**

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.

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:** (Bradley MOU Goal): To close the achievement gap between black and non-black students to our 2014 AMO targets.

**Barrier #1:** Lack of instructional best practices (i.e. setting learning goals; identifying learning criteria; assessing prior knowledge/learning; using strategies/assessments to elicit student thinking, inform and differentiate instruction; engaging students in rigorous tasks; providing teacher-specific feedback; peer/self-assessments, etc.)

**Strategy #1:** Engaging in professional development around culturally-responsive teaching.

**Action Step #1:** Create a system of positive behavior supports, aligning with the school-wide behavior expectations, that recognizes students for modeling appropriate behavior.

**Facilitator leader**

School-Based Intervention Team

**Participants**

Teachers and relevant staff

**Target dates or schedule**

September 2013

**Evidence of Completion and Person Responsible for Monitoring**

Discipline data; student engagement data; classroom walkthrough data; teacher feedback  
(Person Responsible: School-Based Intervention Team)

**Action Step #2:** Teachers will create a systematic process to align student mastery of concepts and benchmarks to the opportunity of allowing a student multiple opportunities to take assessments if they did not show mastery on the first or second opportunity.

**Facilitator leader**

Instructional Coaches

**Participants**

Teachers and relevant staff

**Target dates or schedule**

on-going throughout the school year

**Evidence of Completion and Person Responsible for Monitoring**

student assessment data; district assessment data; FCAT data; lesson plans  
(Person Responsible: Teachers)

**Goal #2:** Student achievement will increase when EFFECTIVE DELIVERY OF CURRICULUM, DATA-RESPONSIVE INSTRUCTION, and ASSESSMENT is occurring, as evidenced by the IMPLEMENTATION OF RIGOROUS STANDARDS BASED LESSONS in all classrooms.

**Barrier #1:** Lack of instructional best practices (i.e. setting learning goals; identifying learning criteria; assess prior learning; using strategies/assessments to elicit student thinking, inform and differentiate instruction; engaging students in rigorous tasks; providing teacher-specific feedback; peer/self-assessment; rubrics; etc.)

**Strategy #1:** Build capacity of teachers to implement rigorous standards-based lessons.

**Action Step #1:** Engaging in site-based and district-based professional development.

**Facilitator leader**

Instructional coaches; district PD facilitators; selected instructional/administrative staff

**Participants**

Teachers and relevant staff

**Target dates or schedule**

on-going during the school year

**Evidence of Completion and Person Responsible for Monitoring**

Observed use of strategies offered during professional development; walkthrough data; PD attendance rosters; MoodleLMS transcripts  
(Person Responsible: Teachers and relevant staff)

**Action Step #2:** Use common planning time to work collaboratively and collectively develop rigorous standards-based lessons.

**Facilitator leader**

Instructional Coach / PLC Chair

**Participants**

Department members, coaches, administrators, Title 1 hourly teachers, district partners

**Target dates or schedule**

Weekly, during common planning time

**Evidence of Completion and Person Responsible for Monitoring**

Lesson plans, Classroom walkthrough data, common planning logs, Common Planning Protocol.  
(Person Responsible: Teachers and relevant staff)

**Action Step #3:** Instructional coaches will work with teachers via differentiated coaching cycles in order to assist them in the development and implementation of instructional best practices.

**Facilitator leader**

Instructional coaches

**Participants**

Teachers and relevant staff

**Target dates or schedule**

On-going

**Evidence of Completion and Person Responsible for Monitoring**

Coaching logs, walk through data, feedback from teachers  
(Person Responsible: Instructional Coaches)

**Goal #5:** To reduce the number of students being suspended (out of school and in-school) by 10%

**Barrier #1:** Lack of student engagement

**Strategy #1:** Use alternative methods, other than in-school and out of school suspensions, to discipline students for disciplinary infractions where applicable.

**Action Step #1:** Use a progressive classroom management plan prior to writing a student up for disciplinary infractions, including making parent contact.

**Facilitator leader**

Administration; Guidance Counselors

**Participants**

Teachers

**Target dates or schedule**

on-going

**Evidence of Completion and Person Responsible for Monitoring**

Less disciplinary referrals

Fewer in-school suspensions

Fewer out of school suspensions

(Person Responsible: Teachers)

**Budget**

**Budget Summary by Goal**

Goal	Description	Total
Goal #1	(Bradley MOU Goal): To close the achievement gap between black and non-black students to our 2014 AMO targets.	\$13
	Total	\$13

**Budget Summary by Resource Type and Funding Source**

Resource Type	Personnel	Evidence-Based Program	Total
District provided funding.	\$0	\$0	\$0
Since several programs will be used, funding sources may include Title I, ELP and/or Promise Time. As needed, internal school funds may be required.	\$0	\$13	\$13
Total	\$0	\$13	\$13

**Budget Detail**

**Goal #1:** (Bradley MOU Goal): To close the achievement gap between black and non-black students to our 2014 AMO targets.

**Barrier #1:** Lack of instructional best practices (i.e. setting learning goals; identifying learning criteria; assessing prior knowledge/learning; using strategies/assessments to elicit student thinking, inform and differentiate instruction; engaging students in rigorous tasks; providing teacher-specific feedback; peer/self-assessments, etc.)

**Strategy #1:** Engaging in professional development around culturally-responsive teaching.

**Action Step #2:** Teachers will create a systematic process to align student mastery of concepts and benchmarks to the opportunity of allowing a student multiple opportunities to take assessments if they did not show mastery on the first or second opportunity.

<b>Resource Type</b>	Evidence-Based Program
<b>Resource</b>	Software such as Compass Learning will be funded to support the teachers' efforts to increase student performance on district wide school assessments. These experiences are hoped to support both daily classroom instruction as well as provide opportunities for benchmarks to be retaught.
<b>Funding Source</b>	Since several programs will be used, funding sources may include Title I, ELP and/or Promise Time. As needed, internal school funds may be required.
<b>Amount Needed</b>	\$13

**Goal #2:** Student achievement will increase when EFFECTIVE DELIVERY OF CURRICULUM, DATA-RESPONSIVE INSTRUCTION, and ASSESSMENT is occurring, as evidenced by the IMPLEMENTATION OF RIGOROUS STANDARDS BASED LESSONS in all classrooms.

**Barrier #1:** Lack of instructional best practices (i.e. setting learning goals; identifying learning criteria; assess prior learning; using strategies/assessments to elicit student thinking, inform and differentiate instruction; engaging students in rigorous tasks; providing teacher-specific feedback; peer/self-assessment; rubrics; etc.)

**Strategy #1:** Build capacity of teachers to implement rigorous standards-based lessons.

**Action Step #3:** Instructional coaches will work with teachers via differentiated coaching cycles in order to assist them in the development and implementation of instructional best practices.

<b>Resource Type</b>	Personnel
<b>Resource</b>	The placement of embedded coaches for Language Arts/Reading (Obartuck), Math (Porter) and Science (Stewart). PPMS also has access to a district training through the teacher incentive fund (TIF).
<b>Funding Source</b>	District provided funding.
<b>Amount Needed</b>	\$0