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| **District VMV**  **Goals** | **School Improvement Information** | **Data & Information Sources** | **AdvancED** |
|  | **Part I: Current School Status** |  |  |
|  | **A. School Information** |  |  |
|  |  School  **Palm Harbor Middle School** | Narrative |  |
|  |  Principal’s name  **Victoria Hawkins** | Narrative |  |
|  |  School Advisory Council chair’s name  **Michelle Lampert** | Narrative |  |
|  | **Pinellas County School District** |  |  |
|  | **Michael A. Grego Ed.D.,** Superintendent |  |  |
|  | **September 23, 2014,** Date of school board approval of SIP |  |  |
|  | 1. **School’s Vision and Mission** |  |  |
| Vision | a. **Provide the School’s Vision Statement**  All students will achieve learning gains. | Narrative | Standard 1-1.1, 1.2: Purpose |
| Mission | b. **Provide the School’s Mission Statement**  Educate and prepare each student for college, career and life. | Narrative | Standard 1-1.2: Purpose |
| Values | 1. **Values (DOE School Environment)**   Respect, responsibility, honesty, an active learner and being a problem solver | Narrative | Standard 1-1.3: Purpose |
| DOE | * 1. Describe the process by which the school learns about students’ cultures and builds relationships between teachers and students.   At Palm Harbor Middle School, it is important to staff members to build positive relationships with students through offering enrichment programs, tutoring and team building activities. Teachers meet on a weekly basis, sometimes daily, to connect with students to offer support both emotionally and educational support. Volunteers and mentors work with students to extend those relationships to build trust and mutual respect. | Narrative |  |
| DOE | * 1. Describe how the school creates an environment where students feel safe and respected before, during and after school.   At the beginning of the school year, teachers conduct “ice-breakers” to make students feel more at ease within the classrooms. The annual Panther Camp is open to all incoming sixth graders to make the transition into middle school smoother. They are introduced to the administrative team, including the school counselors and showing that they have support and a place to feel safe. It is stressed to students and parents that there is a Code of Conduct in place district wide and students may report any issues that may arise to a trusted adult. We empower the students to report bullying/harassment issues with the online reporting system or to report it to an administration or teacher.  Various activities have been set up to engage students including activities before and after school such as the robotics club, chess club, ARF club, beautification club, art and Spanish clubs, etc. Mentors and other volunteers come in during school and offer tutoring and other support to students. | Narrative |  |
| DOE | * 1. Describe the school-wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.   Palm Harbor Middle School has a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the Bradley MOU. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Instructional staff will review data including the school-wide data, individual classroom data, by grade level, ethnicity, disabilities, and other subgroup levels. Each teacher/staff member is expected to follow the school-wide discipline plan as follows: giving verbal warnings, phone calls to parent/guardians, detentions, referral to the guidance counselor and finally referral to an administrator. | Narrative |  |
| LEGIS | * 1. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.   Each grade level has a guidance counselor who works closely with the administration to keep them abreast of various issues that arise with students. When needed, the school’s social worker and psychologist are consulted as needed. Periodically, outside services are suggested as needed by the school based leadership team. | Narrative |  |
|  | **B. School Advisory Council (SAC)** |  |  |
| DOE | **Membership**   1. Identify the name and stakeholder group for each member of the SAC.   Victoria Hawkins- Principal; Michelle Lampert-SAC Chairperson/Assistant Principal,  Suray Mederos-Teacher, Jackie Bersch-Support Services Personnel, Julius Wynn-Assistant Principal; Lisa Lennox-Teacher; Juan Rivera-Teacher; Shannon Berry-Behavior Specialist; Randy Nilsson-Business/Community Leader; Brad Kugler-Business/Community Leader; Jen Metzler-Parent/Community Leader; Nicky McGinnis-Parent; Barbara Mienik-Parent; Glenn Hayes-Parent/Community Leader; Angela Katz-Parent | Narrative | Standard 2-2.4, 2.5: Governance and Leadership |
| DOE | 1. Evaluation of last year’s school improvement plan   Palm Harbor Middle School made gains last year in multiple areas. The plan called for an ambitious goal of raising our reading scores from 66% proficiency to 74% proficiency. In reading, our student achievement of high standards improved overall by 3% in reading. In mathematics, we increased our student achievement of high standards by 2%. Consequently, our annual learning gains improved in reading by 3%. Our annual learning gains in mathematics remained level. With the new proficiency rating in writing, we decreased proficiency by 5% and in science we decreased proficiency by 1%. Our plan to place students in appropriate math and reading classes is continuing and placing students in various STEM activities (with before, during and after school activities) will only help to increase learning gains in science. |  |  |
| DOE | 1. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.   School improvement funds were budgeted for : $7269.80   1. TDEs $2500 2. Book Study for ESE component points for staff $600 3. Literacy material for mathematics teachers (Scholastic Magazine ) $400 4. Purchase two Elmo’s $1078 5. Professional Development for two Spanish teachers $578 6. Notary cost for bookkeeper $274.33 |  |  |
| 3  DOE | 1. 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. |  |  |
| 3  DOE | 1. Describe the activities of the SAC for the upcoming school year.   The SAC meets monthly to monitor the School Improvement process. The SAC is comprised of a coalition of school based personnel, parents, business partners and community members. The SAC will review and determine if various projects and grant submissions by staff are aligned with the School Improvement Plan. | Narrative |  |
| 4  DOE | 1. Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget and plan.   To attain highest student achievement, the SAC 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.  Substitute teachers for professional development (TDEs) $3000  ESE training, plus materials: $500  Florida Standards training: $500  AVID binders for students: $300  Literacy for classrooms: $600  Technology (Elmos) : $1000 | Narrative |  |
| 3  Legist | 7. 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:  X Yes, we are in compliance. All members were elected or selected as outlined in Florida School Code 1001.452.   * No, we are not in compliance. | Narrative |  |
|  | 8. If no, describe the measures being taken to comply with SAC requirements. | Narrative |  |
| All | **C. Leadership Team** |  |  |
| All | **Membership** |  |  |
|  | 1. Identify the name, email address and position title for each member of the school leadership team and their duties  Victoria Hawkins - Principal [hawkinsv@pcsb.org](mailto:hawkinsv@pcsb.org)  Duties: AVID, media relations, parent newsletter, Florida Standards, Differentiated Accountability, EOC/FCAT/PARCC, evaluations, PTSA, FISH, SPAR, Green & Healthy School, Grant availability, inventories, Great American Teach-In, Veteran’s Day Assembly, audits, budget, computer security, construction, ELP, FTE, literacy, SAC/SIP, Advance Ed, facility maintenance leases, support employee relations, staff handbook, support staff meetings, reader board, workman’s compensation, wellness coordinator, CRISIS team  Julius Wynn-Assistant Principal [wynnj@pcsb.org](mailto:wynnj@pcsb.org)  Duties: Articulation, Assemblies, Awards, Florida Standards, Field Trips, Lunch Supervision, PLC/Meetings, Open Houses, Child Study Teams, Staffings, Substitutes, Lesson Plans, Walkthroughs, 504 Procedures, Deliberate Practice, New Teachers, Clerks, Discipline, Evaluations, SIP, Year End Closing, ABC, bus referrals, CRISIS team, duty roster, ESE, Gifted, lockers, peer mentors, SAC, STEP, transportation, athletics, Carwise Awards, discipline committee, site and safety committee, Panther Camp Orientation, Role Model 5000, Teacher of the Year, vision/hearing screening  Donald Comeau- Assistant Principal [comeaud@pcsb.org](mailto:comeaud@pcsb.org)  Duties: Articulation, Assemblies, Awards, Florida Standards, Field Trips, Lunch Supervision, PLC/Meetings, Open Houses, Child Study Teams, Staffings, Substitutes, Lesson Plans, Walkthroughs, 504 Procedures, Deliberate Practice, New Teachers, Clerks, Discipline, Evaluations, SIP, Year End Closing, ABC, bus referrals, CRISIS team, family/community involvement, gifted, immunizations, observation/shadowing, school calendar, school pictures/yearbook, textbooks, AP curriculum, AVID, girlfriend’s club, master scheduling, peer mediation, student council, Teacher of the Year  Michelle Lampert-Assistant Principal [lampertm@pcsb.org](mailto:lampertm@pcsb.org)  Duties: Articulation, Assemblies, Awards, Florida Standards, Field Trips, Lunch Supervision, PLC/Meetings, Open Houses, Child Study Teams, Staffings, Substitutes, Lesson Plans, Walkthroughs, 504 Procedures, Deliberate Practice, New Teachers, Clerks, Discipline, Evaluations, SIP, Year End Closing, ABC, Child Study Team Coordinator, club/groups sponsors, driver’s license law, ELP, office/teacher assistants, Teacher of the Year, transportation, bus referrals, CRISIS team/plan, 8th Grade activities, New Teachers, SIP/SAC/Advanced ED, safety drills, annual safety refresher, Turn Around Student |  |  |
| 3 | For each of your school’s administrators (principal and all assistant principals), complete the following fields: ***SEE BELOW*** |  | Executive Summary: Section 1 |
|  | a) Name | Narrative | Executive Summary: Section 1 |
| 3 | b) Credentials (degrees and certifications) | Narrative | Executive Summary: Section 1 |
| 3 | c) Number of years as an administrator | Narrative | Executive Summary: Section 1 |
| 3 | d) Number of years at the current school; | Narrative | Executive Summary: Section 1 |
|  | **Victoria Hawkins**, Principal has a M.A. Ed in Educational Leadership, BA in Psychology, certification in secondary Mathematics. She has 11 years of experience as an administrator and has been at Palm Harbor Middle for 7 years.  **Donald Comeau,** Assistant Principal has a M.A. Ed in Educational Leadership and certified in social studies. He has 16 years of experience as an administrator and has been at Palm Harbor Middle for 16 years.  **Julius Wynn**, Assistant Principal has Ed.D Educational Leadership and a M.A. Ed in Ed. Leadership and certified in mathematics. He has 17 years of experience as an administrator and has been at Palm Harbor Middle for 9 years.  **Michelle Lampert**, Assistant Principal has M.A. Ed in Educational Leadership, BS in Social Science and certified 5-9 Social Science. She has 1 year of administrative experience and has been at Palm Harbor Middle for 8 years. |  |  |
| DOE | **D. Public and Collaborative Teaching** |  | Executive Summary: Section 1 |
|  | 1. **Instructional** |  |  |
|  | 1. # of instructional employees   **88** | DecisionEd/DW | Executive Summary: Section 1 |
| 3 | 1. % receiving effective rating or higher   **TBD** | Narrative |  |
| 3 | 1. % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)   **98%** | Narrative | Executive Summary: Section 1 |
|  | 1. % certified in-field, pursuant to Section 1012.2315(2), F.S.   **98%** | Narrative | Executive Summary: Section 1 |
| 2 | e) % ESOL endorsed  **98%** | DecisonED/DW | Executive Summary: Section 1 |
| 2 | f) % reading endorsed  **17.2%** | DecisionED/DW | Executive Summary: Section 1 |
| 3 | g) % with advanced degrees  **39.8%** | DecisionED/DW | Executive Summary: Section 1 |
| 3 | h) % National Board Certified  **3.2%** | DecisionED/DW | Executive Summary: Section 1 |
|  | i) % first-year teachers  **1** | DecisionED/DW | Executive Summary: Section 1 |
|  | j) % with 1-5 years of experience  **20** | DecisionED/DW | Executive Summary: Section 1 |
|  | k) % with 6-14 years of experience  **28** | DecisionED/DW | Executive Summary: Section 1 |
|  | l) % with 15 or more years of experience  **44** | DecisionED/DW | Executive Summary: Section 1 |
| 2,4 | 2. ***Paraprofessionals*** |  | Executive Summary: Section 1 |
|  | 1. # of paraprofessionals   **8** | Narrative | Executive Summary: Section 1 |
|  | 1. % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)   3% | Narrative | Executive Summary: Section 1 |
| 3 | 3. ***Teacher Recruitment and Retention Strategies*** |  |  |
| 3 LEGIS | 1. Describe your school’s strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.   The administrative team attends the district placement fairs, refers the transfer lists, seeks quality interns, create web postings, and attend programs such as Experience. Pinellas/TTT programs all provide a pool of instructional applicants from which we recruit and retain highly qualified personnel. There are several 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. We have established a New Orientation Committee where a handbook of processes and strategies specific to Palm Harbor Middle School are discussed and shared. | Narrative | Standard 2: Governance and Leadership |
| 3 LEGIS | Describe the school’s strategies to encourage positive working relationships between teachers, including collaborative planning and instruction. **Teachers meet weekly in different professional learning centers including grade level subject meetings, team meetings and department meetings. It is highly encouraged for teachers to work together in order to plan collaborative lessons and activities. Currently, we have teamed two eighth grade social studies teachers to work with one another and share a classroom where they have common planning and can work collaboratively every day to increase student achievement and understanding. Two full academic teams have been developed in sixth and the seventh grade to allow more collaboration amongst our teachers and plan activities. Every second Tuesday, teachers will participate in forty minutes of hands-on training which will be instituted in the classroom. In addition, the last Monday of the month, ESE trainings will be offered as well as sporadic trainings in all core areas. During all trainings, teachers build rapport and fine-tune strategies together in essence building cohesive relationships.** |  |  |
| 3 | 4. ***Teacher Mentoring Program/Plan*** |  |  |
| 3  DOE | 1. Describe your school’s teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.   **The planned mentoring 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 and PLC discussions. The rationale for pairings may include proximity to one another, shared planning time, positive relationship and/or shared certification area.** | Narrative | Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning  Standard 5-5.2,5.5Using Results for Continuous Improvement |
|  | **D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)** |  |  |
| 4 | 1. Describe your school’s data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS 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.** | Narrative | Standard 3-3.7: Teaching and Assessing for Learning |
| 4 | 1. Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to 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-assist team in accessing and interpreting (aggregating/disaggregating) the data**  **•Technology Specialist, Shannon Berry –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** | Narrative | Standard 2-2.4: Governance and Leadership |
| 4 | 1. Describe the systems in place that the leadership team uses to monitor 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 SIP 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.** | Narrative | Standard 2-2.3,2.4: Governance and Leadership |
| 5 | 1. 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 FS 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.** | Narrative | Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement |
| 4,5 | 1. Describe the plan to support staff’s understanding of MTSS and build capacity in data-based problem solving.   **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.** | Narrative | Standard 3-3.11, 3.12: Teaching and Assessing for Learning  Standard 5-5.3:Using Results for Continuous Improvement |
| DOE | **E.** Ambitious Instruction and Learning |  |  |
|  | 1. Instructional Programs and Strategies  a. Instructional Programs   * 1. Describe how the school ensures its core instructional programs and materials are aligned to the Florida Standards.   **Palm Harbor Middle School instructors use CPALMS and the provided pacing chart to keep students on track for completing core courses. The school district’s program, FOCUS LMS has been upgraded to enable teachers to retrieve curriculum maps, lesson plans and activities that correlate with state benchmarks. Moreover, teachers are expected to place their weekly agenda on a COW (curriculum on the wall) so that units will scaffold vertically and horizontally between subjects and grade levels. Lesson plans are uploaded to a server for administrators to review. Administrators and goal managers conduct regular walk-throughs in the classes to ensure teachers are aligning their instruction with the given Florida Standards. Performance Matters Tests are administered several times a year and the data is reviewed by the administrators and teachers and discussed in regard to student and teacher performance.** |  |  |
|  | 1. Instructional Strategies    1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.   **Teachers and administrators review data throughout the year. At the beginning of the year, counselors and teachers reviewed FCAT data to determine placement in reading and mathematics courses. Students who received a Level 1 or 2 in reading gain an intensive reading course and will have an extra intensive language arts course. Students receiving a Level 1 in mathematics will have an intensive mathematics course added to their schedule to review and practice basic mathematical skills. Instruction is differentiated by adding the gradual release model as well as small group instruction to those in need. Students are often paired with other students to help support one another. Paraprofessionals are used to support the teacher and students in the classroom. AVID strategies are being used in each grade level subject to help students become organized, learn to take notes, create graphic organizers, etc. Performance Matters test results are analyzed three times a year to guide instruction in mathematics, language arts, social studies and science classes. The VE Liaison schedules ESE and 504 students and coordinates their schedules as needed with teachers who are trained in inclusion teaching. This year, two American history teachers are co-teaching various levels of students where they will do large group instruction and small group instruction. Data will be collected throughout the year and compared with the district to see if the program is being effective in Palm Harbor Middle. Palm Harbor Middle offers numerous enrichment activities, including an ELP program to help support and enhance the learning experiences. These activities include tutoring at all grade levels in each core subject area (as well as with National Junior Honors Society members), outside mentors/tutors, Spanish club, chess club, robotics and rocketry, Battle of the Books, EOC preparation for Algebra, Geometry, and Civics, carpentry , music, art, 4H Club, FBLA and drama.** |  |  |
|  | * 1. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:  1. Strategy type and description 2. Strategy purpose and rationale 3. Number of minutes added to the school year 4. Person(s) responsible for monitoring implementation of the strategy 5. Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy   This used to be letter E: **Increased Learning Time/Extended Learning Opportunities** | Narrative | Standard 3-3.1, 3.12: Teaching and Assessing for Learning |

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| **Strategies to increase amount & quality of learning time and help provide an enriched and accelerated curriculum** | **Person responsible** | **Start Date** | **Data collect and analyzed to determine effectiveness** |
| 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. This is used to help keep students on track for high school graduation. | Victoria Hawkins and Michelle Lampert will oversee the program; teachers will vary depending upon certification area; course recovery-Dawn Sheehy | September 8, 2014 | Tracking grades each nine 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, as well as Performance Matters. |
| Tutoring by National Junior Honor Society- students connecting with students to help across the core subjects | John Berkman | September 15, 2014 | Tracking grades each nine weeks of students participating in the ELP program to determine if student’s grades have improved. FCAT/FAIR tests and Performance Matters tests may be used to determine gains. |
| Summer Bridge Program-Level 1 and 2 students are targeted to keep students engaged and actively learning during the summer. | Victoria Hawkins | June-July, 2014 | FCAT/FAIR testing scores may be used to determine gains and closing the achievement gap. |
| Weekly Professional Learning Communities including Grade Level, Grade Level Subject, Team and Staff- through collaboration, teachers bring a collative group of ideas and lessons to share to enhance learning. Data is reviewed and analyzed to look for ways to improve. | Victoria Hawkins | August 8, 2014 | Tracking grades each nine 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. |
| Professional Development, District Wide Training - the district offers numerous trainings throughout the year to improve teaching practices. It is highly recommended and expected that all teachers participate in the professional development that is offered to them. | District Personnel | Various Dates | FCAT/FAIR testing scores may be used to determine gains and closing the achievement gap. |
| Enrichment Activity: Robotics/Lego Club, STEM  Garden Club/Horticulture/4H Club | Diamonte Sadlowski; Ashlynn Maher | Various Dates | Track math and science grades and FCAT scores of participating students for gains. |
| **Enrichment Activities:**  Battle of the Books  Industry Certification: Microsoft Bundle: Word, Photoshop, Outlook and Excel Certification  Hispanic Club  Christian Club  Art Club/Photography Club  Finance Park, History Fair  Guest speakers | Marianne Anderson, Anna Charles  Jen Tauchnitz  Lissette Barquin/Suray Mederos/Gladys Portela  Nancy Hudson  Jilda Morera  8th Grade Social Studies Teachers  All | Various Dates  Various Dates  Various Dates  Once a week  Once a week  Various Dates  Various dates | Track reading and writing FCAT scores of participating students for gains.  Completion of course and exams  Passing scores on EOC for high school credit  Track Performance Matters tests, as well as formative assessments |
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|  | Student Transition and Readiness  * 1. PreK-12 Transition      1. Describe strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.   Prior to the new school year beginning, our 6th grade counselor goes to the incoming elementary schools and discusses the middle school experience and how to prepare for it. She also discusses the electives offered and how to get involved in the various activities at the school. Fieldtrips are coordinated with feeder elementary schools for tours of the school so the students can become familiar with their new surroundings. During pre-school days in August, the guidance counselors facilitate the “Panther Camp” to introduce the students to the school’s layout, lockers, and expectations. Fun activities are also incorporated to make the middle school transition easier for the newcomers and to make them feel more comfortable.  Our 8th grade counselor conducts classroom guidance sessions throughout the year to prepare 8th grade students for high school. She coordinates high school counselors to come to the middle school to do a “meet and greet” and to go over high school electives and various tracks students can do, or to help complete applications for the different magnet schools offered to students in the county. She highly encourages students and parents to attend high school information night offered at the middle school, as well as attending visitations of the local schools and their offered programs. | Narrativ  e | | | | | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning | | | | | | |
|  | This section is required for secondary schools. |  | | | | |  | | | | | | |
| 1  LEGIS | College and Career Readiness  1. Describe the strategies the school uses to support college and career awareness.   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.  The 7th grade counselor does classroom group presentations and hands on activities utilizing technology to have students explore career and postsecondary options. PHMS 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 GPA 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. | Narrative | | | | | Standard 3-3.5: Teaching and Assessing for Learning | | | | | | |
|  | Describe how the school integrates vocational and technical education programs. The school is implementing Industry Certification programs in Microsoft, Photoshop and carpentry. All course classes and electives relate curriculum to real world activities. In addition, STEM activities are interrelated in science, technology and mathematics. |  | | | | |  | | | | | | |
| 1  LEGIS | 1. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.   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 | Narrative | | | | |  | | | | | | |
|  | **F. Literacy Leadership Team (LLT)** |  | | | | |  | | | | | | |
| 2 | * 1. Identify the name, email address and positions titles of the members of your school-based LLT in accordance with Rule 6A-6.053(3), F.A.C.   Lise Brown, Teacher [brownlis@pcsb.org](mailto:brownlis@pcsb.org)  Nancy Ferguson, Teacher [fergusonn@pcsb.org](mailto:fergusonn@pcsb.org)  Victoria Hawkins, Principal [hawkinsv@pcsb.org](mailto:hawkinsv@pcsb.org)  Cynthia Sweeny, Teacher [sweeneyc@pcsb.org](mailto:sweeneyc@pcsb.org)  Melissa Beers, Teacher [beersm@pcsb.org](mailto:beersm@pcsb.org)  Susan Joyce, Teacher [joyces@pcsb.org](mailto:joyces@pcsb.org)  Vicki Evans, Teacher [evansv@pcsb.org](mailto:evansv@pcsb.org)  Marianne Anderson, Media Specialist [andersonm@pcsb.org](mailto:andersonm@pcsb.org) | Narrative | | | | | Executive Summary: Section 1 | | | | | | |
| 2 | * 2. Describe how the school-based LLT promotes literacy within the school. * The LLT will create capacity of reading knowledge within the school by focusing on the following areas of literacy concern: * -Support of 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 Florida Standards for Literacy in all core and technical subjects (a focus on text, task, and instruction).  -The district will provide a literacy coach to model teaching strategies for the staff. | Narrative | | | | | Executive Summary: Section 1 | | | | | | |
| 2 | 1. 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 PHMS 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. | Narrative | | | | | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning | | | | | | |
| 1,2 | **G. Every Teacher Contributes to Reading Improvement** |  | | | | |  | | | | | | |
|  | This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S. |  | | | | |  | | | | | | |
| 1,2 | 1. 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 six available literacy platforms, Palm Harbor Middle School deployed five, while the reading/language arts teachers completed all six. 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.** | Narrative | | | | | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning | | | | | | |
|  | **Part II: Expected Improvements or Needs Assessment (Step Zero)** |  | | | | |  | | | | | | |
|  | For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are school-wide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.  Schools are required to review performance and early warning systems data in order to develop strategic goals and associated data targets (SMART goals) for the coming school year in context of the school’s greatest strengths and needs. This path of inquiry is referred to as “Step Zero” as it is the pre-work necessary to prepare for the 8-step planning and problem-solving process, which is captured in Section K. | | | | | | | | | | | | |
|  | **A. Area 1: Reading** |  | | | | | |  | | | | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* |  | | | | | |  | | | | | |
| 1 |  Students scoring at Achievement Level 3  **Current Status: 430/1380 31.2%**  **Target for 2014-15: 34%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring at or above Achievement Level 4  **Current Status: 511/1380 37%**  **Target for 2014-15: 40%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | *b) Florida Alternate Assessment (FAA)* |  | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring at Levels 4, 5, and 6  **Current Status: 11/18 61.1%**  **Target for 2014-15: 64%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring at or above Level 7  **Current Status: 7/18 38.9%**  **Target for 2014-15: 42%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | *c) Learning Gains* |  | | | | | |  | | | | | |
| 1 |  Students making learning gains (FCAT 2.0 and FAA)  **Current Status: 68%**  **Target for 2014-15: 71%** | DecisionED/DW FCAT 2.0 only | | | | | | Assessment Matrix | | | | | |
| 1 |  Students in lowest 25% making learning gains (FCAT 2.0)  **Current Status: 64%**  **Target for 2014-15: 67%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | 1. *Comprehensive English Language Learning Assessment (CELLA)* |  | | | | | |  | | | | | |
| 1 |  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)  **Current Status: 21/29 72.4%**  **Target for 2014-15: 76%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)  **Current Status: 9/29 31%**  **Target for 2014-15 34%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  **Current Status: 9/29 31%**  **Target for 2014-14: 34%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | *e) Annual Measurable Objectives (AMOs)* |  | | | | | |  | | | | | |
| 1 |  Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA  Current Status: Target for 2014-15:  American Indian: 3/4 75 % 80%  Asian: 36/46 78.3% 82%  Black: 16/38 42.1% 46%  Hispanic: 83/132 62.9% 66%  White: 773/1116 69.3% 73%  Two or more races: 30/44 68.2% 72%  English language learners: 5/26 19.2% 23%  Students with disabilities: 28/110 25.5% 30%  Economically disadvantaged: 253/465 54.4% 58% | DecisionED/DW FCAT 2.0 only | | | | | | Assessment Matrix | | | | | |
|  | *f) Postsecondary readiness* |  | | | | | |  | | | | | |
|  | The following data shall be considered by high schools. |  | | | | | |  | | | | | |
|  |  *4-year 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.* | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | **Goal 1 to support target(s):**  Reading: Increase the % of students at or above proficiency from 70% to 73% | Narrative | | | | | |  | | | | | |
|  | **Possible Data Sources to Measure Goal 1**:  **AIR Reading Test, FAIRFS Testing throughout the year; formative assessments and pre- and post-tests** | Narrative  DecisionED | | | | | |  | | | | | |
|  | **Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)**  1. All students taking the AIR Test receiving a proficiency level | **2013-14** Actuals | | | | | | **2014-15 Targets** | | | | | |
| **851/1379** | **70%** | | | | |  | |  | **73%** | | | |
| 2. |  |  | | | | |  | |  |  | | | |
| 3. |  |  | | | | |  | |  |  | | | |
|  | **Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)** |  | | | | | |  | | | | | |
|  | **Action 1- Set and communicate a purpose for learning and learning goals in each lesson and implement high yield instructional strategies to eliminate insufficient standard based instruction.** | Narrative | | | | | |  | | | | | |
|  | **Action 2- Appropriately place students that have not achieved a Level 3 or higher and correct improper placement for students who are Level 1 or 2** | Narrative | | | | | |  | | | | | |
|  | **Action 3- Determine priority areas of professional development to overcome lack of knowledge including close reading, instructional shifts, standards, assessments, and various instructional methods.** | Narrative | | | | | |  | | | | | |
|  | **Plan to Implement Action 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 Florida Standards 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; teacher reference to the scale or rubric throughout the lesson; provide formative assessment to assess learning and understanding; provide differentiated instruction as necessary for ED, ELL, and SWD and other subgroups; use of AVID strategies; collaborative structures to promote and deepen understanding; administrators will conduct periodic walk-throughs and review lesson plans** | Narrative | | | | | |  | | | | | |
|  | **Plan to Implement Action 2: 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** | Narrative | | | | | |  | | | | | |
|  | **Plan to Implement Action 3: Determine necessary resources both within and outside of the school. Create calendar for professional development throughout the school year to include AVID strategies such as Socratic Seminars and Philosophical Chairs, literacy curriculum, vocabulary strategies, two column notes, new state standards, ESE/ELL training and others.** | Narrative | | | | | |  | | | | | |
|  | **B. Area 2: Writing** |  | | | | | |  | | | | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring at or above 3.5  **Current status: 277/467 59.3%**  **Target for 2014-15: 70%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | *b) Florida Alternate Assessment (FAA)* |  | | | | | |  | | | | | |
| 1 |  Students scoring at or above Level 4  **Current Status: 4/5 80%**  **Target for 2014-15: 85%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | **Goal 2 to support target(s):**  Writing: Increase the % of students at or above state test proficiency from 59.3% to 70% | Narrative | | | | | |  | | | | | |
|  | **Possible Data Sources to Measure Goal 2**:  AIR Test, Write Score, Teacher formative assessments; pre- and post-tests | Narrative  DecisionED/DW | | | | | |  | | | | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  1. State Writing Test | **2013-14** Actuals | | | | | | **2014-15 Targets** | | | | | |
| **277/467** | | | **59.3%** | | |  | **70%** | | | | | |
|  | **Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)** |  | | | | | |  | | | | | |
|  | **Action 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.** | Narrative | | | | | |  | | | | | |
|  | **Action 2-** **Determine priority areas of professional development to overcome lack of knowledge including** **closed reading, instructional shifts, standards, assessments, and various instructional methods.** | Narrative | | | | | |  | | | | | |
|  | **Action 3-** | Narrative | | | | | |  | | | | | |
|  | **Action 4-** | Narrative | | | | | |  | | | | | |
|  | **Plan to Implement Action 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 Florida Standards 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; use of AVID strategies; teacher use of collaborative structures to promote and deepen understanding; administrators will conduct periodic walk-throughs and review lesson plans.** | Narrative | | | | | |  | | | | | |
|  | **Plan to Implement Action 2: Determine necessary resources both within and outside of the school. Create calendar for professional development throughout the school year and offer to all instructional staff including closed reading, instructional shifts, standards, assessments, and various instructional methods.** | Narrative | | | | | |  | | | | | |
|  | **Plan to Implement Action 3:** | Narrative | | | | | |  | | | | | |
|  | **Plan to Implement Action 4:** | Narrative | | | | | |  | | | | | |
|  | **C. Area 3: Mathematics** |  | | | | | |  | | | | | |
|  | 1. ***Elementary and Middle School Mathematics*** |  | | | | | |  | | | | | |
|  | The following data shall be considered by elementary and middle schools. |  | | | | | |  | | | | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring at Achievement Level 3  **Current Status: 460/1379 33.4%**  **Target for 2014-15: 37%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring at or above Achievement Level 4  **Current Status: 391/1379 28.4%**  **Target for 2014-15: 32%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | *b) Florida Alternate Assessment (FAA)* |  | | | | | |  | | | | | |
| 1 |  Students scoring at Levels 4, 5, and 6  **Current Status: 12/18 66.7%**  **Target for 2014-15: 70%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring at or above Level 7  **Current Status: 1/18 5.6%**  **Target for 2014-15: 10%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | *c) Learning Gains* |  | | | | | |  | | | | | |
| 1 |  Students making learning gains (FCAT 2.0, EOC, and FAA)  **Current Status (FCAT): 66%**  **Target for 2014-15: 69%** | DecisionED/DW FCAT 2.0 only | | | | | | Assessment Matrix | | | | | |
| 1 |  Students in lowest 25% making learning gains (FCAT 2.0 and EOC)  **Current Status (FCAT): 58%**  **Target for 2014-15: 61%** | DecisionED/DW FCAT 2.0 only | | | | | | Assessment Matrix | | | | | |
|  | *d) Annual Measurable Objectives (AMOs)* |  | | | | | |  | | | | | |
| 1 |  Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA  Current Status: Target for 2014-15:  American Indian: 3/4 75 % 80%  Asian: 37/46 80.4% 84%  Black: 15/39 38.5% 42%  Hispanic: 73/133 54.9% 59%  White: 697/1113 62.9% 65%  Two or more races: 26/44 59.1% 63%  English language learners: 11/26 42.3% 46%  Students with disabilities 19/110 17.3% 21%  Economically disadvantaged: 220/465 47.3% 51% | DecisionED/DW FCAT 2.0 only | | | | | | Assessment Matrix | | | | | |
|  | 2. ***High School Mathematics*** |  | | | | | |  | | | | | |
|  | The following data shall be considered by high schools. |  | | | | | |  | | | | | |
|  | *a) Florida Alternate Assessment (FAA)* |  | | | | | |  | | | | | |
| 1 |  Students scoring at Levels 4, 5, and 6 | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring at or above Level 7 | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | *b) Annual Measurable Objectives (AMOs)* |  | | | | | |  | | | | | |
| 1 |  Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA | DecisionED/DW FCAT 2.0 only | | | | | | Assessment Matrix | | | | | |
|  | *c) Learning Gains* |  | | | | | |  | | | | | |
| 1 |  Students making learning gains (EOC and FAA) | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | *d) Postsecondary readiness* |  | | | | | |  | | | | | |
| 1 |  *4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.* | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | 3. ***Middle School Acceleration*** |  | | | | | |  | | | | | |
|  | The following data shall be considered by middle schools. |  | | | | | |  | | | | | |
| 1 |  Middle school participation in high school EOC | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Middle school performance on high school EOC | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | 4. ***Algebra 1 End-of-Course Assessment (EOC)*** |  | | | | | |  | | | | | |
|  | The following data shall be considered for schools with students taking the Algebra I EOC. |  | | | | | |  | | | | | |
| 1 |  Students scoring at Achievement Level 3  **Current status: 77/228 33.8%**  **Target % for 2014-15: 100%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring at or above Achievement Level 4  **Current status: 145/228 66.3%**  **Target % for 2014-15: 75%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | 5. ***Geometry End-of-Course Assessment (EOC)*** |  | | | | | |  | | | | | |
|  | The following data shall be considered for schools with students taking the Geometry EOC. |  | | | | | |  | | | | | |
| 1 |  Students scoring at Achievement Level 3  **Current Status: 2/48 4.2%**  **Target % for 2014-15: 2%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring at or above Achievement Level 4  **Current Status: 46/48 95.8%**  **Target % for 2014-15: 100%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | **Goal 3 to support target(s):**  **Mathematics: Increase the % of students at or above the state proficiency from 64% to 68%** | Narrative | | | | | |  | | | | | |
|  | **Possible Data Sources to Measure Goal 3**:  State Mathematics Test, Performance Matters and teachers formative assessments, pre- and post-tests | DecisionED/DW | | | | | |  | | | | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  1. State Mathematics Test | **2013-14** Actuals | | | | | | **2014-15 Targets** | | | | | |
| **851/1379** | | | | **64%** | |  | | **68%** | | | | |
|  | 2. |  | | | | | |  | |  | |  | | |
|  | 3. |  | | | | | |  | |  | |  | | |
|  | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** |  | | | | | |  | | | | | |
|  | **Action 1-** **Set and communicate a purpose for learning and learning goals in each lesson along with emphasizing and an understanding of the Eight Mathematical Practice Standards and implement high yield instructional strategies to reduce insufficient standard based instruction.** | Narrative | | | | | |  | | | | | |
|  | **Action 2-** **Determine priority areas of professional development to overcome lack of knowledge including instructional shifts, standards, assessments, and various instructional method such as Carnegie Algebra and literacy in mathematics.** | Narrative | | | | | |  | | | | | |
|  | **Action 3-** **Appropriately place students that have not achieved a Level 3 or higher and correct improper placement for students who are Level 1 or 2.** | Narrative | | | | | |  | | | | | |
|  | **Action 4-** **Enrichment activities will be offered to all students with concentration with Black, Hispanic, Asian, American Indian, SWD, ED, and ELL.** **Increase the use authentic learning with rigor** | Narrative | | | | | |  | | | | | |
|  | **Plan to Implement Action 1:** **Align lesson with a course standard or benchmark and to the district/school curriculum guide; Include into the lesson a goal/essential question and Florida Standards strategies with complex text; Teachers will identify the Practice Standard and students will be made aware of standards used in lessons. 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 with formative assessments 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; use of AVID strategies; Administrators will conduct periodic walk-throughs and review lesson plan.** | Narrative | | | | | |  | | | | | |
|  | **Plan to Implement Action 2: Determine necessary resources both within and outside of the school. Create calendar for professional development throughout the school year that include teachers attending the Math Curriculum Cadre, Carnegie Algebra, Just in Time training and Literacy in Mathematics. The Geometry teacher is vertical teaming with the high school to plan and share strategies that are working.** | Narrative | | | | | |  | | | | | |
|  | **Plan to Implement Action 3:** **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.** | Narrative | | | | | |  | | | | | |
|  | **Plan to Implement Action 4:** **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. The teachers will engage students in discourse with collaborative grouping. The students will direct their own learning through the use of open-ended inquiry and thinking skills.** | Narrative | | | | | |  | | | | | |
|  | **D. Area 4: Science** |  | | | | | |  | | | | | |
|  | 1. ***Elementary and Middle School Science*** |  | | | | | |  | | | | | |
|  | The following data shall be considered by elementary and middle schools. |  | | | | | |  | | | | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* |  | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring at Achievement Level 3  **Current Status: 137/472 29%**  **Target % for 2014-15: 32%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring at or above Achievement Level 4  **Current Status: 121/472 25.6%**  **Target % for 2014-15: 29%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | *b) Florida Alternate Assessment (FAA)* |  | | | | | |  | | | | | |
| 1 |  Students scoring at Levels 4, 5, and 6  **Current Status: 4/5 80%**  **Target % for 2014-15: 85%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring at or above Level 7  **Current Status: 0/5 0%**  **Target % for 2014-15: 10%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | 2. ***High School Science*** |  | | | | | |  | | | | | |
|  | The following data shall be considered by high schools. |  | | | | | |  | | | | | |
|  | *a) Florida Alternate Assessment (FAA)* |  | | | | | |  | | | | | |
| 1 |  Students scoring at Levels 4, 5, and 6 | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring at or above Level 7 | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | 3. ***Biology 1 End-of-Course Assessment (EOC)*** |  | | | | | |  | | | | | |
|  | The following data shall be considered for schools with students taking the Biology 1 EOC. |  | | | | | |  | | | | | |
| 1 |  Students scoring at Achievement Level 3 | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring at or above Achievement Level 4 | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | **E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)** |  | | | | | |  | | | | | |
| 1 |  # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)  Legos, robotics, rockets, digital art competition, which includes mathematics; robotics class, science fair, multiple field trips, car races measuring distance and velocity per semester, bridge competition, planes, egg dropping competition; Pi Day; Math Club competitions; 4H Club, creation of stage construction; intro to energy; horticulture, water tower competition, rubrics cube competition, and solar ovens. | Narrative | | | | | | Standard 3-3.12: Teaching and Assessing for Learning | | | | | |
| 1 |  Participation in STEM-related experiences provided for students  STEM-related experiences provided to students school-wide and offered through all science classes and extracurricular clubs and activities | Narrative | | | | | | Standard 3-3.1: Teaching and Assessing for Learning | | | | | |
|  | The following data shall be considered by high schools. |  | | | | | |  | | | | | |
| 1 |  Students enrolling in one or more *accelerated* STEM-related courses | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Completion rate (%) for students enrolled in *accelerated* STEM-related courses | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students taking one or more advanced placement exams for STEM-related courses | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Passing rate (%) for students who take advanced placement exams for STEM-related courses | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  CTE-STEM program concentrators | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students taking CTE-STEM industry certification exams | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Passing rate (%) for students who take CTE-STEM industry certification exams | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | **Goal 4 to support target(s):**  Science: Increase the % of students who are proficient or above on the FCAT Science Test from 56% to 60%. |  | | | | | |  | | | | | |
|  | **Possible Data Sources to Measure Goal 4**:  **AIR Science and pre- and post-tests, Performance Matters Tests** | DecisionED/DW | | | | | |  | | | | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  1. Science state assessment test | **2013-14** Actuals | | | | | | **2014-15 Targets** | | | | | |
| **258/427** | | | **56%** | | |  | | **60%** | | |
|  | 2. |  | | | | | |  | |  | | |
|  | 3. |  | | | | | |  | |  | | |
|  | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** |  | | | | | |  | | | | | |
|  | **Action 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 2-** **Determine priority areas of professional development to overcome lack of knowledge including close reading, instructional shifts, standards, assessments, and various instructional methods including Socratic seminars and philosophical chairs.** |  | | | | | |  | | | | | |
|  | **Action 3-** **Enrichment activities and** **use of AVID strategies will be offered to all students with concentration of Black, Hispanic, Asian, American Indian, SWD, ED, and ELL.** |  | | | | | |  | | | | | |
|  | **Action 4- Differentiate learning using the 5 E Lesson Plan** |  | | | | | |  | | | | | |
|  | **Plan to Implement Action 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.** |  | | | | | |  | | | | | |
|  | **Plan to Implement Action 2: Determine necessary resources both within and outside of the school. Create calendar for professional development throughout the school year to include the Florida Standards, new instructional strategies methods as well as literacy in the classroom, . Grade level PLC’s and department meetings which enhance school networking and data articulation.** |  | | | | | |  | | | | | |
|  | **Plan to Implement Action 3:** **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.** |  | | | | | |  | | | | | |
|  | **Plan to Implement Action 4: Teachers will use the 5 E Lesson Plans (engage, explore, explain, elaborate and evaluate).** |  | | | | | |  | | | | | |
|  | The following data shall be considered by middle and high schools. |  | | | | | |  | | | | | |
| 1 |  Students enrolling in one or more CTE courses  **20** | DecisionED/DW | | | | | |  | | | | | |
| 1 |  Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses  **15** | DecisionED/DW | | | | | |  | | | | | |
| 1 |  Completion rate (%) for CTE students enrolled in *accelerated* courses  **To be determined** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students taking CTE industry certification exams  **Approximately 34 Students** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Passing rate (%) for students who take CTE industry certification exams  **Approximately 74%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  CTE program concentrators  **Technology including Microsoft Bundle Certification** | DecisionED/DW | | | | | |  | | | | | |
| 3 |  CTE teachers holding appropriate industry certifications  **1 Teacher: Jen Tauchnitz** | Narrative | | | | | | Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems | | | | | |
|  | **G. Area 7: Social Studies** |  | | | | | |  | | | | | |
|  | 1. ***Civics End-of-Course Assessment (EOC)*** |  | | | | | |  | | | | | |
|  | The following data shall be considered for schools with students taking the Civics EOC. |  | | | | | |  | | | | | |
| 1 |  Students scoring at Achievement Level 3  **Current Status: 14.9%**  **Target for 2014-15: 18%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring at or above Achievement Level 4  **Current Status: 77.9%**  **Target for 2014-15: 81%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | 2. ***U.S. History End-of-Course Assessment (EOC)*** |  | | | | | |  | | | | | |
|  | The following data shall be considered for schools with students taking the U.S. History EOC. |  | | | | | |  | | | | | |
| 1 |  Students scoring at Achievement Level 3  **Current Status: n/a**  **Target for 2014-15: 25%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
| 1 |  Students scoring at or above Achievement Level 4  **Current Status: n/a**  **Target for 2014-15: 70%** | DecisionED/DW | | | | | | Assessment Matrix | | | | | |
|  | **Goal 5:**  The number of students who are proficient or above on the Civics EOC Test will increase by 5%. |  | | | | | |  | | | | | |
|  | **Possible Data Sources to Measure Goal 5:** pre- and post-tests; formative and summative assessments, EOC and DBQ completed rubrics |  | | | | | |  | | | | | |
|  |  |  | | | | | |  | | | | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  **1.State Civics EOC** | **2013-14**  **Actuals:** | | | | | | **2014-15 Target:** | | | | | |
| **92%** | | | | | | **95%** | | | | | |
|  | **Action Plans (strategies) to Accomplish Goal 5 (reduce or eliminate barriers)** |  | | | | | |  | | | | | |
|  | **Action 1: Teachers will align their own unit assessments with EOC question difficulty**  **(Low= 20-30%; Medium= 45-65%; High= 15-25%).** |  | | | | | |  | | | | | |
|  | **Action 2:** **Teachers will develop systems for data collection (that include students tracking their own data) and having regular data chats with students.** |  | | | | | |  | | | | | |
|  | **Action 3: Teachers will provide students with exposure to a variety of primary source documents at varying complexities throughout the year.** |  | | | | | |  | | | | | |
|  | **Plan to Implement Action 1:**  **• Use of AVID strategies daily to support students at all levels (Cornell notes with question writing and rubrics).\***  **• Content areas will create common assessments for use within the department.**  **• Use of Depth of Knowledge (DOK) questioning and Bloom’s taxonomy to create assessments and discussion questions.**  **• Teachers receive professional development on assessment writing in the content area.**  **• Content area meetings focused on identifying best practices for incorporating DBQ based multiple choice question skills regularly into the classroom.** |  | | | | | |  | | | | | |
|  | **Plan to Implement Action 2:**  **• Social Studies departments will create tools and plans, common among the department, to use for school based progress monitoring (Includes student forms for tracking progress daily based on learning goals, tracking performance on unit assessments, and portfolios for student writing).**  **• Teachers receive professional development on the creation of student based data tracking tools.**  **• Monthly content meetings to review and discuss collected data.**  **• Walkthroughs by administration looking for students collecting their own progress data.** |  | | | | | |  | | | | | |
|  | **Plan to implement Ac** **• Teachers will continue to use materials provided by the DBQ project.\***  **• Social studies teachers will continue to integrate LAFS for Literacy into the social studies content-- rolling out the Document Based Questions (DBQ) Project in grades from 3-12.\***  **• Teachers receive professional development on the usage and implementation of primary source documents.**  **• Walkthroughs by administration looking for evidence of primary source usage in the classroom.tion 3:** |  | | | | | |  | | | | | |
|  | **Goal 6 (add other goals as needed) to support target(s):**  (Bradley MOU) African-American students will increase learning gains in reading and mathematics by 3%. We will continue towards working to close the achievement gap in reading and math with all ethnic groups. |  | | | | | |  | | | | | |
|  | **Possible Data Sources to Measure Goal 6**: Writes Scores and Science Tests; pre- and post-tests; formative and summative assessments | DecisionED/DW | | | | | |  | | | | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  1.State Assessment Reading Test | **2013-14** Actuals | | | | | | **2014-15 Targets** | | | | | |
| **16/38** | | **42.1%** | | | |  | |  | **45%** | | | |
|  | 2.State Assessment Mathematics Test | **15/39** | | **38.5%** | | | |  | |  | **42%** | | | |
|  | **Action Plans (strategies) to Accomplish Goal 6 (reduce or eliminate barriers)** |  | | | | | |  | | | | | |
|  | **Action 1-** **Differentiate instruction for African-American students** |  | | | | | |  | | | | | |
|  | **Action 2-** **Positive behavior supports are in place in the form of an effective school wide behavior plan** |  | | | | | |  | | | | | |
|  | **Action 3-** **Provide a variety of enrichment activities for African-American students** |  | | | | | |  | | | | | |
|  | **Action 4-** |  | | | | | |  | | | | | |
|  | **Plan to Implement Action 1:**  **•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; use of AVID strategies**  **•Teachers provide small group instruction to target specific learning needs. These small groups are flexible and change with the content, project and assessments. Collaborative structures will be promoted to deepen understanding of various topics.**  **•Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty** |  | | | | | |  | | | | | |
|  | **Plan to Implement Action 2:**  **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** |  | | | | | |  | | | | | |
|  | **Plan to Implement Action 3: Create schedules for weekly tutoring and ELP. Secure highly trained teachers for enrichment activities including rocketry, math club, STEP, multicultural committee, 5000 Role Model, various sports and other clubs. Advertise and encourage student engagement in activities through school newsletters and morning announcements, Connect Ed, posted and shared in each classroom and the school website.** |  | | | | | |  | | | | | |
|  | **Plan to Implement Action 4:** |  | | | | | |  | | | | | |
|  | **H. Area 8: Early Warning Systems** |  | | | | | |  | | | | | |
| 3 | 1. ***Attendance*** |  | | | | | |  | | | | | |
| 3 | a. Students tardy 10 percent or more, as defined by district attendance policy  **Current Status: 162/1512**  **Target for 2014-15: Decrease overall by 3%** | DecisionED/DW | | | | | | Standard 5-5.2 Using Results for Continuous Improvement | | | | | |
| 3 | b. Student attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension  **Current Status: 250/1512**  **Target for 2014-15: Decrease overall by 3%** | DecisionED/DW | | | | | | Standard 5-5.2 Using Results for Continuous Improvement | | | | | |
|  | 2. ***Suspension*** |  | | | | | |  | | | | | |
| 3 | a. Students with one or more referrals  **Current Status: 320**  **Target for 2014-15: Decrease overall by 3%** | DecisionED/DW | | | | | | Standard 5: Using Results for Continuous Improvement | | | | | |
| 3 | b. Students with five or more referrals  **Current Status: 78**  **Target for 2014-15: Decrease overall by 3%** | DecisionED/DW | | | | | | Standard 5: Using Results for Continuous Improvement | | | | | |
| 3 | c. Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.  **Current Status: 169**  **Target for 2014-15: Decrease overall by 3%** | DecisionED/DW | | | | | | Standard 5: Using Results for Continuous Improvement | | | | | |
| 3 | d. Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.  **Current Status: 50**  **Target for 2014-15: Decrease overall by 3%** | DecisionED/DW | | | | | | Standard 5: Using Results for Continuous Improvement | | | | | |
| 3 | e. Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.  **Current Status: 51**  **Target for 2014-15: Decrease overall by 3%** | DecisionED/DW | | | | | | Standard 5: Using Results for Continuous Improvement | | | | | |
| 3 | f. Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.  **Current Status: 20**  **Target for 2014-15: Decrease overall by 3%** | DecisionED/DW | | | | | | Standard 5: Using Results for Continuous Improvement | | | | | |
| 3 | g. Students referred for alternative school placement  **Current Status: 2**  **Target for 2014-15: 0** | DecisionED/DW | | | | | | Standard 5: Using Results for Continuous Improvement | | | | | |
| 3 | h. Students expelled  **Current Status: 0**  **Target for 2014-15: 0** | DecisionED/DW | | | | | | Standard 5: Using Results for Continuous Improvement | | | | | |
|  | 3. ***Retention*** |  | | | | | |  | | | | | |
| 1 | 1. Students retained   **7** | DecisionED/DW | | | | | | Standard 5: Using Results for Continuous Improvement | | | | | |
| 1 | b. Students with Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics  **Language Arts: 146**  **Mathematics: 185** | DecisionED/DW | | | | | | Standard 5: Using Results for Continuous Improvement | | | | | |
| 1  LEGIS | 1. Students with one or more course failures in English Language Arts or mathematics   **4** | DecisionED/DW | | | | | | Standard 5: Using Results for Continuous Improvement | | | | | |
| 1 | 1. o Students in 6th grade with one or more course failures on first attempt in core-curricula courses   **31** | DecisionED/DW | | | | | | Standard 5: Using Results for Continuous Improvement | | | | | |
| 1 | 1. Students off track for graduation based on credits required to date for their cohort   **Approximately 7** | DecisionED/DW | | | | | | Standard 5: Using Results for Continuous Improvement | | | | | |
| 1,3 | e. The number of students by grade level that exhibit each early warning indicator listed above  **6th- Reading (39) Math (64)**  **7th- Reading (29) Math (73)**  **8th- Reading (78) Math (48)** |  | | | | | |  | | | | | |
| 1,3 | f. The number of students identified by the system as exhibiting two or more early warning indicators.  **Approximately 178** |  | | | | | |  | | | | | |
| 1,2,3 | g. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).  A schedule is created for tutoring by individual teachers, as well as the National Junior Honor Society. Mentors are assigned to students who are in need of extra academic support; AVID strategies are incorporated into each classroom; guidance counselors, teachers and/or administrators meet with individuals to track learning goals; periodic progress reports are sent either weekly or at least once during each grading period. Enrichment programs are offered before and after school to increase student participation and interest. Mentors and other volunteers are utilized to assist students in their studies. |  | | | | | |  | | | | | |
|  | 4. ***Dropout Prevention*** |  | | | | | |  | | | | | |
|  | The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate, that school’s improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/. | DecisionED/DW assuming drop out codes are W22 and w15 | | | | | |  | | | | | |
| 1 | a. Students dropping out of school, as defined in s.1003.01(9), F.S. | DecisionED/DW | | | | | | Standard 5: Using Results for Continuous Improvement | | | | | |
| 1 | b. Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) | DecisionED/DW | | | | | | Standard 5: Using Results for Continuous Improvement | | | | | |
| 1 | c. Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. | DecisionED/DW | | | | | | Standard 5: Using Results for Continuous Improvement | | | | | |
| 1 | d. Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | DecisionED/DW | | | | | | Standard 5: Using Results for Continuous Improvement | | | | | |
|  | **I. Family and Community 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). | Narrative | | | | | |  | | | | | |
| 3,4,5 | Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).  Jackie Bersch is the Community Involvement Liaison and oversees all volunteer and community participation. During the 2013-14 school year, there were over 8473 hours of support volunteer time and instructional volunteer hours 1801.5 hours donated to Palm Harbor Middle School. We had 18 tutors, 9 mentors, 90 classroom partners, 150 school partners. Volunteers had opportunity to participate in the 5000 Role Model program, Doorways and mentoring students. Parents and other volunteers participated in the 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). Dozens of community members spoke to students during the Great American Teach-In in November. A few hundred school and community members attended a library dedication in May, 2014 where people donated money for “Elisa’s Reading Nook”. Due to the overwhelming engagement of the parents and community, Palm Harbor Middle School received the Five Star and Golden School Awards. |  | | | | | |  | | | | | |
|  | a. Describe how the school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child’s progress. The Palm Harbor Middle School website is updated on a regular basis that informs students, parents and the community of the events occurring at the school. A newsletter is also written and posted on the website. Teachers and staff are invited to submit articles in the local community paper of upcoming events. The administration also uses Parent Connect to communicate various news topics from distribution of report cards to other updated information. Teachers send home progress reports half-way through each grading period to inform parents of their students’ progress. Portal is updated weekly and notifications are sent to parents via email of failing grades. |  | | | | | |  | | | | | |
|  | b. Describe the process by which the school learns about the local community for the purpose of utilizing available resources to support student achievement.  **The principal and other staff members learn of various grants offered by the Pinellas Education Foundation, plus other grant opportunities through other sources such as educational magazines or local businesses. The principal and teachers have built solid relationships with numerous community business partners and parents that have offered mentors, and some financial support including, rewards to reinforce our positive behavior system. Administrators, guidance counselors, the social worker and teachers work to secure donations such as classroom supplies, coupons for food (Domino’s, Publix, Chick-fil-A, Lucky Dill) to use as needed. Guidance counselors and the social worker work with other organizations such as the Salvation Army and Clothes for Kids to prepare students for class from having proper clothing to other necessities such as food, medicine or eye glasses. During the holidays, a toy drive and non-perishable food collection takes place and serves the families in our own community. Annual letters/emails are sent to the school to inform us of upcoming events and we disseminate the information as needed.** |  | | | | | |  | | | | | |
|  | **J. Area 10: Additional Targets** |  | | | | | |  | | | | | |
| 1-5 | This section is optional and may be used as needed for data targets in areas not already addressed in the SIP. Insert Goal Cells (e.g., under Social Sciences for Goal 5) as needed. |  | | | | | |  | | | | | |
|  | **K. Problem-Solving** |  | | | | | |  | | | | | |
| 1-5 | *Goals, barriers and/or strategies must specifically address any subgroup not meeting its AMO targets for the prior school year. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) must also be considered during this process.*  Develop implementation plans for the school’s highest-priority goals by engaging in a facilitated planning and problem-solving process. Use the following prompts to capture the process and plan components: | Narrative | | | | | |  | | | | | |
| 1-5 |  Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses. | Narrative | | | | | |  | | | | | |
| 1-5 |  Step 2: Brainstorm barriers that could prevent the school from achieving each goal. | Narrative | | | | | |  | | | | | |
| 1-5 |  Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable). | Narrative | | | | | |  | | | | | |
| 1-5 |  Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. | Narrative | | | | | |  | | | | | |
| 1-5 |  Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier. | Narrative | | | | | |  | | | | | |
| 1-5 |  Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies. | Narrative | | | | | |  | | | | | |
| 1-5 |  Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when). | Narrative | | | | | |  | | | | | |
| 1-5 |  Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). | Narrative | | | | | |  | | | | | |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Reading: Increase the % of students at or above state proficiency from 70% to 73%** | | | | | | | | | | | **Identified Barriers** | **Identified Strategy** | **Action Plan Steps** | | **Step Logistics** | | **Implementation Fidelity**  **Frequency:** bimonthly | | | | | **Barrier** | **Strategy** | **Action Step** | **Implementation Steps** | **Person(s) Responsible** | **Timeline** | | Initiated | Ongoing | Pending | Complete | | Insufficient standard based instruction  Incorrect placement for students who are Level 1 or 2  Lack of proper professional development | Set and communicate a purpose for learning and learning goals in each lesson  Implement High Yield Instructional Strategies  Appropriately place student that has not achieved a Level 3 or higher  Determine priority areas of professional development | Determine lesson and the objective(s) | Align lesson with a course standard or benchmark and to the district/school pacing guide on Focus LMS | All teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 | | Include into the lesson a goal/essential question and Florida Standards strategies with complex text | All teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 | | Include teacher explanation of how the class activities relate to the learning goal and to answering the essential question | All teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 | | Focus and/or refocus class discussion by referring back to the learning goal/essential question | All teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 | | Include a scale or rubric that relates to the learning goal that is posted so that all students can see and refer to it | All teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 | | Provide formative assessment to assess learning and understanding | All teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 | | Provide differentiated instruction as necessary for ED, ELL, and SWD and other subgroups |  |  |  |  |  |  | | Teacher reference to the scale or rubric throughout the lesson | All teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 | | Administrators will conduct periodic walk-throughs and review lesson plans | Administrators | All year | August 2014 | Jan 2015 | May 2015 | June 2015 | | The teacher will communicate learning goal in each lesson to the learner/student | Determine what the lesson focuses on including the essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes | All teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 | | Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc. | All teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 | | Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | All teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 | | Teachers will implement various Florida Standards strategies | All teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 | | AP’s will utilize walk-throughs and review teacher lesson plans and observe instruction; | Administrators | All year | August 2014 | Jan 2015 | May 2015 | June 2015 | | The teacher will increase instructional rigor  The staff, at various levels, will review previous year’s FCAT data to determine the placement of Level 1 and 2 students.  Plan and organize training for staff | Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks  The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks;  Students are provided with appropriate scaffolding and supports to access higher order questions and tasks. | All teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 | | AP’s will utilize walk-throughs and review teacher lesson plans and observe instruction | Administrators | All year | August 2014 | Jan 2015 | May 2015 | June 2015 | | 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 | All year | July 2014 | August 2014 | January 2015 | June 2015 | | Administration will create a “reader sorter list” for listed placement of students. | Administration | All year | July 2014 | August 2014 | January 2015 | June 2015 | | Counselors will review to make sure Level 1 and 2 reading students are placed in the appropriate reading class. | Guidance Counselors in each grade level | All year | August 2014 | Sept 2014 | January 2015 | June 2015 | | Reading teachers will review their class lists for proper placements of their students into reading classes. | All reading teachers | All year | August 2014 | Sept 2014 | January 2015 | June 2015 | | Adjustments will be reported to counselors and made in the computer | Guidance Counselors in each grade level | All year | August 2014 | Sept 2014 | January 2015 | June 2015 | | Determine necessary resources both within and outside of the school | SBLT | All year | August 2014 | January 2015 | May 2015 | June 2015 | | Create calendar for professional development throughout the school year to include performance assessment data and Leading the Learning Cadre information to share within the department, literacy, curriculum, ESE and ELL learning strategies, vocabulary and AVID reading strategies. | SBLT | All year | August 2014 | January 2015 | May 2015 | June 2015 | | | | | | | | | | | | | | |

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| **Writing:**  **Increase the % of students at or above proficiency on the state assessment from 59.3% to 70%** | | | | | | | | | |
| **Identified Barriers** | **Identified Strategy** | **Action Plan Steps** | | **Step Logistics** | | **Implementation Fidelity**  **Frequency:** bimonthly | | | |
| **Barrier** | **Strategy** | **Action Step** | **Implementation Steps** | **Person(s) Responsible** | **Timeline** |
| Initiated | Ongoing | Pending | Complete |
| Lack of student engagement  Lack of proper professional development | Set and communicate a purpose for learning and learning goals in each lesson  Determine priority areas of professional development that include closed reading, instructional shifts, standards, assessments, and various instructional methods. | Determine lesson and the objective(s)  Plan and organize training for staff throughout the year | Align lesson with a course standard or benchmark and to the district/school pacing guide on Focus LMS | Teacher | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Include into the lesson a goal/essential question and Florida Standards strategies with complex text | Teacher | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Include teacher explanation of how the class activities relate to the learning goal and to answering the essential question | Teacher | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Focus and/or refocus class discussion by referring back to the learning goal/essential question | Teacher | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Include a scale or rubric that relates to the learning goal that is posted so that all students can see and refer to it | Teacher | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Provide formative assessments to assess learning and understanding | Teacher | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Provide differentiated instruction as necessary for ED, ELL, and SWD and other subgroups | Teacher | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Teacher reference to the scale or rubric throughout the lesson | Teacher | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Administrators will conduct periodic walk-throughs and review lesson plan. | Administration | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Determine necessary resources both within and outside of the school. | Literacy Coach, Department Managers and/or administration | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Create calendar for professional development throughout the school year that will include literacy, Leading the Learning Cadre information, vocabulary technique strategies, AVID strategies, and writing proper rubrics for short and long assessments in all core subjects. | Literacy Coach, AVID Team, Department Managers and/or administration, LLC members | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |

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| **Mathematics:**  **Increase the % of students proficient on the state assessment** | | | | | | | | | |
| **Identified Barriers** | **Identified Strategy** | **Action Plan Steps** | | **Step Logistics** | | **Implementation Fidelity**  **Frequency:** bimonthly | | | |
| **Barrier** | **Strategy** | **Action Step** | **Implementation Steps** | **Person(s) Responsible** | **Timeline** |
| Initiated | Ongoing | Pending | Complete |
| Insufficient standard based instruction | The teacher will identify learning goal in each lesson | The teacher will identify learning goal in each lesson | Teacher lessons will include a learning goal that is aligned with course standards/benchmarks on Focus LMS | Mathematics teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Teacher lessons will include an essential question relating to the benchmark | Mathematics teachers | All year | Sept 2014 | Jan 2015 | May 2015 | June 2015 |
| The teacher will communicate learning goal in each lesson to the learner/student | Teacher will begin each standard based lesson with a discussion of desired learning goal. | Mathematics teachers | All year | Sept 2014 | Jan 2015 | May 2015 | June 2015 |
| Teacher will communicate an explanation of how the class activities relate to the learning goal. | Mathematics teachers | All year | Sept 2014 | Jan 2015 | May 2015 | June 2015 |
| The teacher will implement High Yield Instruction strategies  The teacher will increase instructional rigor | Teachers will connect instructional objectives by utilizing students’ background knowledge, interests and personal goals to establish student readiness for learning. | Mathematics teachers | All year | Sept 2014 | Jan 2015 | May 2015 | June 2015 |
| Teachers will use explicit instruction; modeled instruction; guided practice with teacher support and feedback; guided practice with peer support and feedback; independent practice; use of rubrics with formative assessments | Mathematics teachers | All year | Sept 2014 | Jan 2015 | May 2015 | June 2015 |
| Teachers’ lesson will focus on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcome. | Mathematics teachers | All year | Sept 2014 | Jan 2015 | May 2015 | June 2015 |
| AP’s will utilize walk-throughs and review teacher lesson plans and observe instruction | Administrators | All year | Sept 2014 | Jan 2015 | May 2015 | June 2015 |
| Teachers will provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks through modeling, examples, questions, tasks and assessments. | Mathematics teachers | All year | Sept 2014 | Jan 2015 | May 2015 | June 2015 |
| Teachers will implement various Common Core strategies | Mathematics teachers | All year | Sept 2014 | Jan 2015 | May 2015 | June 2015 |
| Teachers will scaffold learning to access higher order questions and task | Mathematic teachers | All year | Sept 2014 | Jan 2015 | May 2015 | June 2015 |
| Provide formative assessments to assess learning and understanding | Mathematic teachers | All year | Sept 2014 | Jan 2015 | May 2015 | June 2015 |
| Provide differentiated instruction as necessary for ED, ELL, and SWD and other subgroups | Mathematic teachers | All year | Sept 2014 | Jan 2015 | May 2015 | June 2015 |
| 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. | Administrators and club sponsors |
| Lack of proper professional development | Determine priority areas of professional development that include literacy in math, instructional shifts, standards, assessments, and various instructional methods. | Plan and organize training for staff throughout the year | Determine necessary resources both within and outside of the school. | Mathematics Department Manager and/or administration | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
|  |  |  | Create calendar for professional development throughout the school year that will include literacy in mathematics, Just in Time training, Leading the Learning Cadre information, vocabulary technique strategies, AVID strategies, and writing proper rubrics for short and long | Literacy Coach, AVID Team, Department Managers and/or administration, LLC members | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Incorrect placement for students who are Level 1 or struggling with higher mathematics courses | Appropriately place student that has not achieved a Level 3 or higher | The staff, at various levels, will review previous year’s FCAT data to determine the placement of Level 1 and 2 students. | The administration will review the school-wide FCAT data and share with the staff the first week of school to determine the Level 1 students for proper math placement  Administration will create a sorter list for listed placement of students.  Counselors will review to make sure Level 1 math 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 | Administration  Administration  Counselors  Mathematics teachers  Counselors | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |

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| **Science: Increase the % of students at or above proficiency on the Science state assessment** | | | | | | | | | |
| **Identified Barriers** | **Identified Strategy** | **Action Plan Steps** | | **Step Logistics** | | **Implementation Fidelity**  **Frequency:** bimonthly | | | |
| **Barrier** | **Strategy** | **Action Step** | **Implementation Steps** | **Person(s) Responsible** | **Timeline** |
| Initiated | Ongoing | Pending | Complete |
| Insufficient standard based instruction  Lack of proper professional development  Not utilizing resources available | Set and communicate a purpose for learning and learning goals in each lesson  Implement High Yield Instructional Strategies  Determine priority areas of professional development  Engage students in various ways of learning | Determine lesson and the objective(s) | Align lesson with a course standard or benchmark and to the district/school pacing guide  on Focus LMS | Science teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Include into the lesson a goal/essential question and Common Core strategies with complex text | Science teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Include teacher explanation of how the class activities relate to the learning goal and to answering the essential question | Science teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Focus and/or refocus class discussion by referring back to the learning goal/essential question | Science teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Include a scale or rubric that relates to the learning goal that is posted so that all students can see and refer to it | Science teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Provide formative assessment to assess learning and understanding | Science teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Provide differentiated instruction as necessary for ED, ELL, and SWD and other subgroups | Science Teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Teacher reference to the scale or rubric throughout the lesson | Science teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Administrators will conduct periodic walk-throughs and review lesson plans | Administrators | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| The teacher will communicate learning goal in each lesson to the learner/student | Determine what the lesson focuses on including the essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes | Science Teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc. | Science Teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | Science teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Teachers will implement various  Florida Standards strategies | Science teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| AP’s will utilize walk-throughs and review teacher lesson plans and observe instruction; | Administrators | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| The teacher will increase instructional rigor  Plan and organize training for staff  Teachers and students will utilize various resources available within the school and online | Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks  The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks;  Students are provided with appropriate scaffolding and supports to access higher order questions and tasks. | Science teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| AP’s will utilize walk-throughs and review teacher lesson plans and observe instruction | Administrators | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Determine necessary resources both within and outside of the school | SBLT | All year | August 2014 | January 2015 | May 2015 | June 2015 |
| Create calendar for professional development throughout the school year | SBLT | All year | August 2014 | January 2015 | May 2015 | June 2015 |
| (FCIM) calendars and working on reading strategies during bell ringers; teachers will use the 5 Es Lesson Plans | Science Teachers | All year | August 2014 | January 2015 | May 2015 | June 2015 |
| Teachers will sign-up for mobile lab carts on regular basis for inquiry based problem solving.. | Science Teachers | All Year | August 2014 | January 2015 | May 2015 | June 2015 |
| Grade level PLC’s and department meetings which enhance school networking and data articulation. | Science Teachers | All year | August 2014 | January 2015 | May 2015 | June 2015 |

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| **Bradley MOU:**  **African-American students will increase learning gains in reading and math.** | | | | | | | | | |
| Identified Barriers | Identified Strategy | Action Plan Steps | | Step Logistics | Implementation Fidelity | | | | |
| Barrier | Strategy | Action Step | Implementation Steps | Person Responsible | Timeline | Initiated | Ongoing | Pending | Complete |
| Lack of differentiated instruction  Lack of student engagement  Lack of student activities offered | Differentiate Instruction  Positive Behavior Plan  Development of the Extended Learning Program and enrichment activities | Differentiate instruction for African-American students  Positive behavior supports are in place in the form of an effective school wide behavior plan  Provide a variety of enrichment activities for African-American students | Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level. | Teacher | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) | Teacher | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| \*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners \*Teachers provide small group instruction to target specific learning needs | Teacher | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| These small groups are flexible and change with the content, project and assessments | Teacher | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty | Teacher | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Expectations are clearly and positively defined | SBLT, teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Behavioral expectations are taught and reviewed with all students and staff | SBLT, teachers | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Appropriate behaviors are acknowledged | Teachers and administrators | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Behavioral errors are proactively corrected | Teachers and administrators | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted | Discipline Committee | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Create schedules for weekly tutoring and ELP. | Michelle Lampert | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Secure highly trained teachers for enrichment activities including rocketry, math club, Future Cities, STEP, multicultural committee, 5000 Role Model, various sports and other clubs. | Michelle Lampert, Victoria Hawkins | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Advertise and encourage student activities through school newsletters and morning announcements, Connect Ed and the school website. | Various staff members | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |

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| **Attendance:**  **The student body will improve their attendance by 3% by the end of the 2014-2015 school year. African-American attendance will increase by 3% by the end of the school year. Hispanic attendance will increase by 3% by the end of the school year.**  **African-Americans with excessive absences will reduce by 3%; Hispanics with excessive absences will reduce by 3%. African-Americans with excessive tardies will reduce by 3%; Hispanics with excessive tardies will decrease by 3%.** | | | | | | | | | |
| Identified Barriers | Identified Strategy | Action Plan Steps | | Step Logistics | Implementation Fidelity | | | | |
| Barrier | Strategy | Action Step | Implementation Steps | Person Responsible | Timeline | Initiated | Ongoing | Pending | Complete |
| Lack of student engagement | Positive behavior supports are in place in the form of an effective school wide behavior plan | SBLT will determine expectations and share with all staff and students. | Expectations are clearly and positively defined | SBLT | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Behavioral expectations are taught and reviewed with all students and staff | All teachers and administrators | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Appropriate behaviors are acknowledged | All teachers and administrators | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Behavioral errors are proactively corrected | All teachers and administrators | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| A database for keeping records and making decisions is established | All teachers and administrators | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| Data-based monitoring and adaptations to the plan are regularly conducted to check for the decrease number of absences and tardies. | SBLT | All year | August 2014 | Jan 2015 | May 2015 | June 2015 |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **School Improvement Plan Strategy: 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.** | | | | | | | | | | |  | | | | | | | | | | | **Identified Barriers** | **Identified Strategy** | **Action Plan Steps** | | **Step Logistics** | | **Implementation Fidelity** | | | | | **Barrier** | **Strategy** | **Action Step** | **Implementation Steps** | **Person Responsible** | **Timeline** | **Initiated** | **Ongoing** | **Pending** | **Completed** | | 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 | Complete Healthy Schools Program 6 Step Process online  Track all physical education student’s health-related fitness levels within the PCS student information system | Principal oversees the formation and work of the school’s Healthy School Team  Physical Education program will manage Being Fit Matters student fitness data | Step 1 of the Healthy School Program 6 Step Process: Build Support (form Healthy School Team: school administrator, physical education teachers, cafeteria manager, health teacher/and optional members-students, parents, school nurse) | Victoria Hawkins and Debbie Porter | September, 2014 |  |  |  |  | | Review instructions and supportive resources on Moodle <http://moodle.pcsb.org/course/view.php?is=12146> | Healthy School Team | September, 2014 |  |  |  |  | | Using the school’s account (principal’s generic email address), the Leader and all members of the Healthy School Team will register with the Healthy School Program online as Contributors under Membership Type | Healthy School Team | September, 2014 |  |  |  |  | | Step 2: Evaluate PHMS online (updating Healthy School Inventory) | Healthy School Team | September, 2014 |  |  |  |  | | Using the principal’s generic email, submit Inventory Update | Healthy School Team Leader | October 1, 2014 |  |  |  |  | | Step 3: Create an Action Plan online to improve one or more items not yet met on the Inventory. | Healthy School Team | October 15, 2014 |  |  |  |  | | Step 4: Explore resources to help meet the identified inventory item | Healthy School Team | November, 2014 |  |  |  |  | | Step 5: Take action to meet the inventory item | Health School Team | January, 2015 |  |  |  |  | | Update Healthy School Inventory online | Healthy School Team Leader | April 1, 2015 |  |  |  |  | | Step 6: Celebrate successes | Healthy School Team | April 1, 2015 |  |  |  |  | | Review district developed curriculum guides for standardized fitness assessment implementation | All physical education teachers | August, 2014 |  |  |  |  | | Notify parents about Being Fit Matters | All physical education teachers | August, 2014 |  |  |  |  | | Pre-assess all physical education students using Being Fit Matters | All physical education teachers | September, 2014 |  |  |  |  | | Upload pre-assessment results data into FOCUS | All physical education teachers | October 1, 2014 |  |  |  |  | | Print out Being Fit Matters Student Report and send home with report card | All physical education teachers | October, 2014 |  |  |  |  | | Generate School Statistical Report to identify targeted areas for improvement | All physical education teachers | October, 2014-May, 2015 |  |  |  |  | | Modify physical education lessons as needed to focus on targets fitness area(s) | All physical education teachers | October, 2014-May, 2015 |  |  |  |  | | Post assess all physical education students using Being Fit Matters | All physical education teachers | January, 2015 or May, 2015 |  |  |  |  | | Upload data into FOCUS and generate School Statistical Report to compare to pre-assessment data | All physical education teachers | January 10, 2015 or May 1, 2015 |  |  |  |  | | PHMS has a quality system in place to manage the interrelated components of a healthy school environment: Policy and Systems, School Meals, Competitive Foods and Beverages, Health Education, Employee Wellness, Physical Education, ands Student Wellness with dedicated resources to facilitate students’ health-related fitness.  Resources:   * Healthy School Program, Alliance for a Healthier Generation, <https://schools.healthiergeneration.org/> * Wellness Moodle site http//moodle.pcsb.org/course/view.php?id=12146 (access key is “health”) * Being Fit Matters Moodle site <http://moodle.pcsb.org/course/view.php?id=12364> * Physical Education Curriculum Guides by Grade Level <http://moodle.pcsb.org/course/view.php?id=11345> * Peggy Johns, johnsp@pcsb.org | | | | | | | | | | | | | | | | | | | |

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|  | **Part III: Professional Development** |  |  |
|  | For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity. | Narrative |  |
| 1-5 |  Related goal | Narrative |  |
|  |  Topic, focus, and content | Narrative |  |
|  |  Facilitator or leader | Narrative |  |
|  |  Participants (e.g., Professional Learning Community, grade level, schoolwide) | Narrative |  |
|  |  Target dates or schedule (e.g., professional development day, once a month) | Narrative |  |
|  |  Strategies for follow-up and monitoring | Narrative |  |
|  |  Person responsible for monitoring | Narrative |  |

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| **Related Goal** | **Topic, focus, content** | **Facilitator/leader** | **Participants** | **Target dates/schedule** | **Strategies for follow-up and monitoring** | **Person responsible** |
| All | ESOL training | District | School-wide | Year long | Collaboration at PLCs and teacher data | Teachers |
| All | Multi-Tier Support System | District | MTSS Team | Year long | Collaboration among counselors, teachers and administrators | MTSS Team |
| All | ESE Training-3 books studies | School based | School Wide | Year long | Collaboration at book study, independent reading | Julius Wynn and Michelle Lampert |
| All | Complex Text | District | School-wide | Year long | Collaboration at PLCs | Goal Managers, Literacy Coach, Principal, APs |
| All | ESE Training | District | County wide | Year long | Collaboration at PLCs, independent study | Teachers |
| All | LLC | District | LLC team members | Year long | Collaboration with LLC members, district training; school training | Teachers, principal |
| All | Mentor Training | District | Dawn Sheehy, Dave Wallace, Melissa Beers | August 2014 | Observations by administrators and collaboration at PLC meetings | Principal and APs |
| All | Child Abuse | District | School-wide | August-September 2014 | Observations; MTSS process | Teachers, Principal, APs, Counselors |
| All | Deliberate Practice Training | Principal; Goal Managers | School-wide | August-September 2014 | Teacher observations and evaluations by administrators | Principal and APs |
| All | Dealing with Differences | District | County-wide | July 2014 | Observations; MTSS process | Teachers, Principal, Aps, counselors |
| All | FOCUS/SIS Training | Mary Buckles and Alma Griffith | School-wide | Year long | Monthly data/PLCs | Teachers, Principal, APs |
| All | School Improvement Plan | Various | SIP Team | July-August 2014 | Monthly PLCs, teacher data | SIP Team |
| All | PLCs for all subjects | Goal Managers | School-wide | Year long | Monthly data/PLCs | Goal Managers |
| All | Common Core; Common Core connections | District | School-wide | Year long | Collaboration at PLCs | Goal Managers, Principal |
| All | Safe Team Training | District | Administrators | July/August 2014 | Collaboration at PLC, weekly meetings | All administrators |
| All | New Teacher Institute | District | Individual Teachers | August 2014 | District training | Teachers |
| All | Textbook Training | District | County-wide | July 2014 | Collaboration at PLC | Teachers |
| All | Growth Mindset | District | District wide | July 2014 | Collaboration at PLCs | Joanne Wright |
| All | Bill & Melinda Gates ECET2 conference | Joanne Wright/Vanessa Ko | AVID teachers | July 2014 | AVID meetings | Joanne Wright, Vanessa Ko |
| All | PCS Website | District | District wide | July 2014 | Communication via website, surveys | Webmaster, Principal |
| All | True Colors | District | District wide | August 2014 | Collaboration with staff; PLCs | Teachers, APs, Principal |
| All | Smart Board Training | District | District wide | July 2014 | Collaboration during PLCs | Teacher, APs, Principal |
| All | Visual Arts Secondary Curriculum Strategies | District | District wide art teachers | July 2014 | Collaboration during PLCs | Teacher |
| All | Applied Linguistics | District | District wide | July 2014 | Collaboration during PLCs | Teacher |
| All | Art Curriculum | District | District art teachers | July/August 2014 | Collaboration during PLCs | Teacher |
| All | Digital Arts Strategies for Secondary Education | District | District wide art teachers | July 2014 | Collaboration during PLCs | Teacher |
| All | iPad Art Teacher Study | District | District wide art teachers | July 2014 | Collaboration during PLCs | Teacher |
| All | iMovie Camp | District | District wide | July 2014 | Collaboration during PLCs | Teacher |
| All | Library Media Training | District | District wide | July 2014 | Collaboration at staff meetings and other PLCs | Media Specialist |
| Attendance | Multi-Tiered System of Supports | Jen Lotti | School-wide | Year long | Monthly PLCS, SBLT meetings, Discipline | Julius Wynn |
| AVID, MOU, Reading | AVID Training | Various Presenters | AVID Team | July 1-3, 2014; July 23, 2014 | Walkthroughs | AVID Team |
| Civics | Assessment Writing | Linda Whitley | Civics Teachers | July 2014 | DWT surveys; Monthly PLCs in grade level subject | Civics teachers |
| Civics | New curriculum guide | Linda Whitley | Civics Teachers | July 2014 | Monthly PLCs in grade level subject | Civics teachers |
| Civics/World History | DBQ Training | District | Social Studies Classes | Year long | Monthly PLCs | Michelle Anderson |
| CTE | Technology | Variety of county technology leaders | Technology/business education teacher | Pro Ed specified days | Online evaluation/project completion | County academic computing department |
| CTE | Technology | Various | Technology Dept | Monthly PLC | Monthly data | Dawn Sheehy |
| Discipline/Suspensions | Restraints & Seclusion | District | Crisis Team | Year long | MTSS process; Collaboration at PLCs; Discipline Committee | SRO; Crisis Team;MTSS Team; Behavior Specialist |
| ESE | ESE Summer Institute | District | All Teachers | July 2014 | Collaboration at PLCS | All Teachers |
| ESE | Gifted Educational Planning | District | Gifted Teachers | July 2014 | Collaboration at PLCs | VE Liaison |
| ESE | Gifted Curriculum | District | Gifted Teachers | August 2014 | Collaboration at PLCs | VE Liasison |
| ESE | Gifted Theory | District | Gifted Teachers | August 2014 | Collaboration at PLCs | VE Liaison |
| ESE | Special Education Population-Gifted | District | Gifted Teachers | August 2014 | Collaboration at PLCs | VE Liaison |
| ESE | 6th Grade Accelerated Instruction | District | Gifted Teachers | July 2014 | Collaboration at PLCs | VE Liaison |
| ESE | Florida Frameworks for Gifted Learners | Various | Gifted Teachers | July 2014 | Collaboration at subject and grade level meetings | Goal Managers |
| Health/Wellness | HIV/STD Prevention | District | Health/PE Teachers | August 2014 | Monitoring by teacher | Health/PE Teacher |
| Health/Wellness | Health Literacy | District | Health Teachers | August 2014 | Monthly PLCs | Health Teacher |
| Mathematics | Carnegie Algebra Training | District | Math Instructors | August 2014 | Collaboration at Department and Grade Level subject PLCs | Math teachers |
| Mathematics | Intensive Middle School Math | District | Intensive Math | July 2014 | Monitoring by teacher | Teacher |
| Mathematics | Math Curriculum Cadre | District | Math Department | July 2014 | Monitoring by teacher | Teacher/Goal Manager |
| Mathematics | Literacy in Math | Math PLC | Math Department | Year long | Reading Coach to follow and monitor by teacher | Teacher |
| Mathematics | Algebra Literacy Training | Math PLC | Math Department | Year long | Walkthroughs, Mid- Year EOC, Final Exam | Goal Manager |
| Mathematics | Summer Math Institute | District | Math Department | August, 2013 | Collaboration at Mathematics PLC | Goal Manager |
| MOU | Cultural Diversity and Awareness/Equity Training | District | School-wide | July 2014 | Monthly PLCs | Julius Wynn |
| MOU | African American Mentor Program | School Staff | Volunteers | Year long | Monitor monthly | Volunteer Coordinator |
| Parent Involvement | Train students and parents to log on FOCUS | Teachers and Data Manager | School-wide | August-January and new student registration | Monitor monthly | Volunteer Coordinator and Data Manager |
| Reading | AVID critical reading 1 pathways | District | County-wide | July 2014 | Monthly PLC | Teachers |
| Reading | Literacy Team- All Staff Education | Don Comeau and various presenters | School-wide | One Wednesday per month | Lesson plans, Common Core assessments, PMRN and EDS data | Reading Goal Manager, AP and principal |
| Reading | District Training for Literacy | District | School-wide | One Wednesday per month | Lesson plans, assessments | Reading Department |
| Reading | FAIR FS | District | District Wide | July 2014 | Assessments | Reading Department |
| Reading | Achieve 3000 | District | Reading Teachers | July 2014 | Assessments, PLCs | Reading Manager |
| Reading | School wide vocabulary strategies | Joann Wright | School-wide | One Tuesday per month | Lesson plans will show evidence of vocabulary study such as word walls, graphic organizers, identifying context | Reading Goal Manager, AP, and principal |
| Reading | District Training on curriculum | District | District wide | District training days | Monthly Department PLCs | Goal Managers |
| Reading | Intensive Reading/AMPS | District | Reading Teachers | July & August, 2014 | Collaboration at PLCs | Marianne Anderson |
| Reading, Writing | Differentiation for Level 1 & 2 Students in Language Arts | District | Language Arts Teachers | July 2014 | Collaboration during PLCS | Teacher |
| Science | Science Curriculum | District | Science Teachers | July 2014 | Monthly subject PLCS | Goal Manager |
| Science | Literacy in Science | District | School-wide | Year long | Collaboration at PLCs | Laura Berendt |
| Science | Teacher Ecology Camp | Various | Science Teachers | July 2014 | Collaboration during subject PLCs | Teacher, Goal Manager |
| Suspensions | EDS training/FOCUS/MLS | Dr. Wynn and District | School-wide | Monthly PLC | Monthly data | Julius Wynn |
| Suspensions | Discipline Committee | Dr. Wynn/Mrs. Lampert | School-wide | One Wednesday per month | Monthly data | Julius Wynn/Michelle Lampert |
| Wellness | Wellness Coordinator training | District | Wellness and staff | Monthly PLC | Survey | Debbie Porter |
| Science | Just in Time training | District | Science teachers | Sept/Nov 2014 |  |  |
| Science | FCAT Boot Camp | District | Science teachers | February 2014 |  |  |
| Science | Data analysis | District | Science teachers | October 2014 |  |  |
| Science | Data 2 | District | Science teachers | January 2015 |  |  |
| Science | Mid Semester data | District | Science teachers | March 2015 |  |  |

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|  | **Part IV: Coordination and Integration** |  |  | |
| 4  LEGIS | 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.  Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.  At Palm Harbor Middle School, we do not receive any allotted funds for Title 1, nutrition, housing, head start or adult education. However we follow all nutrition guidelines for the Alliance for a Healthier Generation. Free breakfast is offered to each student in the school as a district wide initiative and is offered during the Summer Bridge Program. Free and reduced lunches are offered to those who qualify. CTE courses are offered to students and students can become certified in Microsoft and Photoshop, as well as Excel. | | | |
|  | **Part V: Budget** |  | |  |
|  | Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including: | Narrative | |  |

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| **Related Goal** | **Strategy** | **Type of resource** | **Description of resources** | **Funding source** | **Amount needed** |
| All | ESOL Training, materials for lessons | Evidence based program | District; books, binders | District | $0 |
| All | ESE Training, materials for teachers | Evidence based approved books | Various books | SIP | $0 (purchased with SIP funds last school year) |
| All | District Wide Training | Various | Lecturers, presentation, etc | District | $0 |
| All | FOCUS/SIS/MLS | Other | Moodle LMS Training | District | $0 |
| All | LLC Training | Other | District | District | $0 |
| All | PLCs | Other | Teacher collaboration | No cost | $0 |
| All | Tampa Bay Times | Other | Newspapers | Donated by NIE | $0 |
| All | Teacher Training | Various | Various | SIP | $3000 |
| Attendance | CST | Evidence based program | District | District | $0 |
| Attendance | Perfect Attendance Certificates/Medals | Other | Paper/medal | PTA | $500 |
| Attendance, Suspension | MTSS | Evidence based program | District | District | $0 |
| AVID, MOU | AVID training for team and staff | Evidence based program | Classes/lecturers/ materials | District | $0 |
| Civics | DBQ Binders | Evidence based program | DBQ Binders | District | $0 |
| Civics | Mobile carts for iCivics | Technology | Technology | No cost | $0 |
| Civics | Scholastic Magazines (Gr.6-8) | Other | Paper | SAC | $300 |
| Civics | New Civics binder and new curriculum lessons | Various | Binders/Copies | District | $300 |
| CTE | Adobe Elements | Technology | Software | Vocational Department | $0 |
| CTE | Teach to Type | Technology | Software | Vocational Department | $0 |
| Mathematics | Differentiated instruction | Various | Teacher collaboration, district and school-wide | District | $0 |
| Mathematics | Voyager Math Kits | Evidence based program | District | District | $0 |
| Mathematics | Scholastic Magazines | Other | Written materials | SIP | $300 |
| MOU | Role Model 5000/Girlfriends | Other | Lecturer | District | $0 |
| MOU | Cultural Diversity/Equity Training | Other | Lecturer | District | $0 |
| MOU | African-American and STEP Program Mentors | Other | School Staff | No cost | $0 |
| Parent Involvement | District training for volunteers | Evidence based program | District | District | $0 |
| Reading | Common Core | Evidence based program | Texts, various materials | District | $0 |
| Reading | FAIR and PMRN | Evidence based program | Technology/software | District | $0 |
| Reading | AMPS, Lexia, Reading Courses | Evidence based programs | Technology/ texts | District | $0 |
| Reading | Computer programs purchased with curriculum | Evidence based programs | Technology | No cost | $0 |
| Reading | FCAT Explorer | Technology | Technology software | No cost | $0 |
| Reading | Curriculum reading | Various | Texts, technology | District | $0 |
| Reading | Intensive Reading Training | Evidence based program | District | District | $0 |
| Science | Mobile Carts for FCAT Explorer | Evidence based program | Technology | District | $0 |
| Science | STEM activities/equipment | Various | Texts, lab equipment, supplies | SIP, SAC | $500 |
| Attendance/Suspension | Pinellas County Sheriff’s Department | Other | Lecturer/ Power Point Presentation | No cost | $0 |
| Suspension | Public Service Announcements | Technology | PHMS Morning Show | No cost | $0 |
| Suspension | FOCUS Reports | Technology | District | No cost | $0 |
| Suspension | Discipline | Evidence based program | FOCUS/SIS | No cost | $0 |
| Suspension | Discipline-Classroom Management | Evidence based program | Written materials | District | $0 |
| Wellness | Staff Wellness | Evidence based program | District approved speakers and wellness providers | District directed budget with prior approval for services, purchases | $0 |
| Wellness | Fitness Matters | Technology/Evidence based program | Fitness/BMI program | District | $0 |
| Writing | DBQ usage in class | Evidence based program | DBQ Binders | District | $0 |
| Writing | Glencoe Writing | Evidence based program | Textbook company program | No cost | $0 |
| Writing | Supplemental material for teachers | Various | Common Core recommended resources | SIP | $300 |
| TOTAL BUDGET |  |  |  |  | $5200 |

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|  | **Part VI: Mid-Year Reflection** |  |  |
|  | This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK. |  |  |
| 1-5 | 1. Has the goal been achieved? | Narrative | Standard 5: Using Results for Continuous Improvement |
| 1-5 | 2. If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal? | Narrative  DecisionED | Standard 5: Using Results for Continuous Improvement |
| 1-5 | 3. If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced? | Narrative  DecisionED | Standard 5: Using Results for Continuous Improvement |
| 1-5 | 4. If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed? | Narrative  DecisionED | Standard 5: Using Results for Continuous Improvement |
| 1-5 | 5. If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP. | Narrative | Standard 5: Using Results for Continuous Improvement |