

School Improvement Plan

2015-2016

Palm Harbor Middle

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Superintendent



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2014-2015

School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Palm Harbor Middle	Principal's First Name Victoria	Principal's Last Name Hawkins
School Advisory Council Chair's First Name Michelle	School Advisory Council Chair's Last Name Lampert	

SCHOOL VISION - What is your school's vision statement?

100% student success.

SCHOOL MISSION - What is your school's mission statement?

To educate and prepare each student for college, career and life.

SCHOOL ENVIRONMENT

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.

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 on-line reporting system or to report it to a trusted administrator 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.

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. The plan is posted in each classroom to allow student understanding of the plan. Morning announcements are conducted at the beginning of the school day to minimize distractions during instructional time.

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.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Michelle	Lampert	SAC Chair/Assistant Principal
Victoria	Hawkins	Principal
Julius	Wynn	Assistant Principal
Lisa	Lennox	Parent/Teacher
Juan	Rivera	Teacher
Randy	Nilsson	Business /Community Member
Brad	Kugler	Business /Community Member
Jen	Metzler	Parent/Community Member
Nicky	McGinnis	Parent
Glenn	Hayes	Parent/Community Member
Angela	Katz	Parent
Jana	Mir	Parent/Community Member

SIP LAST YEAR

Provide an 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 and mathematics scores. One hundred percent of our Algebra I Honors students passed the Algebra EOC. While our Algebra I EOC scores may have decreased to 89%, we were able to increase the number of students taking Algebra I, as well as other honors courses. In addition, we scored higher than the district and state average on the Algebra I EOC. The increase in rigorous courses proved to be challenging, yet enriching for many of our students who may not have otherwise been given the opportunity. 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 the help to increase learning gains in science and mathematics.

Our Science proficiency increase from 54% to 59%, where the county average was a 51%. We finally surpassed the school's in the district that have a comparable demographic breakdown. Our goal is to continue on a positive trajectory

Seventy-percent of Palm Harbor Middle School's first-time Civics testers earned a Level 3 or above. We increased in the number of students considered proficient, although we decreased in the percentage of Level 4 and 5 students. However, we cannot compare the 2013-14 and the 2014-15 scores, the test is still in its infancy. The sliding scale was totally revised. Our teachers are continuing to reflect and analyze Performance Matters data to guide student instruction.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

- School Improvement funds were budgeted for the following:
- a. AVID Binders \$300
 - b. ELMO document camera \$526
 - c. Scholastic Magazines \$412
 - d. Substitute Teachers to cover for Professional Development \$1000
 - e. Class set of Spanish reading books \$175
 - f. Professional development opportunities for teachers \$1387
 - g. TDEs \$360
 - h. Positive Student Reinforcement \$75
 - i. 6th Grade World History Workbooks \$709
 - j. Teacher certification for athletics \$75
 - k. Professional development library books \$256

SAC SIP INVOLVEMENT - 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.

SAC ACTIVITIES - 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.

PROJECTED USE OF SIP FUNDS - 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 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): \$1500
Professional Development: \$1500
ESE training, plus materials: \$500
Florida Standards training: \$500
Literacy for classrooms: \$600
Technology (Elmos) : \$1000
Enrichment supplies for Mathematics and Science Courses: \$1000

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I**CURRENT SCHOOL STATUS****Section C****Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name Victoria	Last Name Hawkins	Email Address hawkinsv@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Educational Leadership	# of Years as an Administrator 12	# of Years at Current School 8
Certifications (if applicable) Mathematics, Educational Leadership			

ASSISTANT PRINCIPAL #1

First Name Donald	Last Name Comeau	Email Address comeaud@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Educational Leadership	# of Years as an Administrator 17	# of Years at Current School 17
Certifications (if applicable) Social Science, Educational Leadership			

ASSISTANT PRINCIPAL #2

First Name Michelle	Last Name Lampert	Email Address lampertm@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Educational Leadership	# of Years as an Administrator 2	# of Years at Current School 9
Certifications (if applicable) Educational Leadership, Social Science			

ASSISTANT PRINCIPAL #3

First Name Julius	Last Name Wynn	Email Address wynnj@pcsb.org	
Highest Academic Degree <input type="text" value="Doctor of Education"/>	Field of Study Educational Leadership	# of Years as an Administrator 18	# of Years at Current School 10
Certifications (if applicable) Educational Leadership, Mathematics			

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	
Highest Academic Degree <input type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I**CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

of instructional employees: 81

% receiving effective rating or higher: _____

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 97.5

% certified infield, pursuant to Section 1012.2315(2), F.S.: 97.5

% ESOL endorsed: 98

% reading endorsed: 19.75

% with advanced degrees: 38

% National Board Certified: 2.47

% first-year teachers: 1.23

% with 1-5 years of experience: 14.81

% with 6-14 years of experience: 35.80

% with 15 or more years of experience: 48.15

PARAPROFESSIONALS

of paraprofessionals: 1

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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 two 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. In addition we have a partnership with Saint Petersburg College and University of South Florida in which we take on as many interns as possible. From that pool of interns, if we have a position available, we hire from that group.

Describe your 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 such as proven AVID strategies. During all trainings, teachers build rapport and fine-tune strategies together in essence building cohesive relationships. AVID trained teachers will encourage all staff to see "Now Showing" strategies to use in classrooms. A bulletin board in the front office will identify what strategies are being modeled, along with hand-outs of the suggested strategy.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

This year, every staff member will required to have mentor. The mentor will assist in developing professional growth. 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.

PART I **CURRENT SCHOOL STATUS**

Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (Rti)

PROBLEM-SOLVING PROCESSES - 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 is to 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.

MTSS SCHOOL-BASED LEADERSHIP TEAM - 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.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Victoria	Hawkins	Principal
Donald	Comeau	Assistant Principal
Michelle	Lampert	Assistant Principal
Julius	Wynn	Assistant Principal
Ashley	Chancey	Facilitator: generates agenda and leads team di
Christine	Everett	Data manager/data coach: assist team in accessi
Caroline	Maisel	Guidance Counselor
Tara	Bossert	Technology Specialist: manages technology nee
John	Hoffman	Recorder: documents meeting content and dis
Teri	Millan	Time Keeper: helps team begin on time and en

SYSTEMS IN PLACE - 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.

DATA SOURCES AND MANAGEMENT SYSTEMS - 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, Performance Matters, FAIR FS testing, Lexile Levels, Middle Grades Baseline Assessment, FSA Writes, FSA Reading, FSA 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.

This year we will fully transition into the Marzano Framework, specifically we will study and implement Domain 1: Classroom Strategies and Behaviors.

STAFF UNDERSTANDING OF MTSS - 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.

PART I

CURRENT SCHOOL STATUS

Section F

Ambitious Instruction and Learning

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to 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.

DIFFERENTIATED INSTRUCTION - Describe how your 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 FSA 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 of responsibility 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. Again 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.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Extended Learning Program, both before and after school.

Minutes added to the school year: 10,000

What is/are the strategy's purpose(s) and rationale(s)?

ELP is to offer tutoring support for those who are struggling in their core subject classes. It also includes enrichment programs and course recovery. All are used to help keep students on track for high school graduation.

Provide a description of the strategy below.

Individual support and curriculum enrichment to help students become more successful and confident in their studies.

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

Tracking grades each nine weeks of students participating in the ELP program to determine if student's grades have improved. FSA/FAIR testing scores may be used to determine gains, as well as Performance Matters.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Victoria Hawkins and Michelle Lampert will oversee the program; teachers will vary depending upon certification area; course recovery- Dawn Sheehy

INSTRUCTIONAL STRATEGY #2

Strategy Type

Marzano Goals and Scales for students to self assess

Minutes added to the school year: 5,760

What is/are the strategy's purpose(s) and rationale(s)?

Provide opportunities for students to measure achievement toward mastery of standards.

Provide a description of the strategy below.

Teachers will create the goals and scales and refer to them through out a unit. Students can track their own learning progress when referring to the scale.

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

Students will self-reflect and teachers will receive feedback through student participation, formative assessments, and student learning logs as to how students are performing.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

All teachers

INSTRUCTIONAL STRATEGY #3

Strategy Type

Weekly Professional Learning Communities (4 per month): Week 1 - Team PLC, Week 2 - Grade Level/Training PLC, Week 3 - Department PLC, Week 4 - All staff PLC.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

Through collaboration, teachers bring a collective group of ideas and lessons to share to enhance learning. From AVID strategies to be incorporated into classrooms, to reviewing data, PLCs are a place to discuss and drive instruction for all students.

Provide a description of the strategy below.

Each week a different PLC will take place including the following: Grade Level, Grade Level Subject, Team and Staff
All PLCs contain enriching and reflective activities that entail collaboration between peers. All PLCs are focused around a specific driving question. Leading and lagging data is discussed as well as research based strategies to improve teacher growth and ultimately, student success.

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

Tracking grades each nine weeks of students. FCAT Science 2.0, Performance Matters, FSA, and FAIR testing scores may be used to determine gains.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Victoria Hawkins, Don Comeau, Michelle Lampert and Julius Wynn and counselors, behavior specialist, department chairs and VE Liaison

INSTRUCTIONAL STRATEGY #4

Strategy Type

Professional Development, District Wide Training

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

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.

Provide a description of the strategy below.

At the school level, book studies are conducted several times a year. AVID teachers will provide several mini seminars regarding useful strategies that can be utilized in any classroom. The district offers specific days to subject teachers on Professional Education days on techniques, standards and other topics. The district also offers a multitude of trainings throughout the year on various topics to better instruction.

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

FSA, Science FCAT 2.0, Performance Matters and FAIR testing scores may be used to determine gains and closing the achievement gap.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

School based administrators and District Personnel

STUDENT TRANSITION AND READINESS - Describe strategies your 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.

COLLEGE AND CAREER READINESS

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.

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.

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

PART I

CURRENT SCHOOL STATUS

Section G

Literacy Leadership Team (LLT)

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member

Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Victoria	Hawkins	Principal	hawkinsv@pcsb.org
Marianne	Anderson	Media Specialist	andersonm@pcsb.org
Lise	Brown	Teacher	brownlis@pcsb.org
Cynthia	Sweeney	Teacher	sweeneyc@pcsb.org
Susan	Joyce	Teacher	joyces@pcsb.org
Melissa	Beers	Teacher	beersm@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

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.

MAJOR INITIATIVES - 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.

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section A

Area 1: English Language Arts (Reading)

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 schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Area 1: English Language Arts (Reading)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31		34

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37		40

FLORIDA ALTERNATE ASSESSMENT (FAA)

Area 1: English Language Arts (Reading)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
61.1		64

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
38.9		43

LEARNING GAINS

Area 1: English Language Arts (Reading)

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
68		71

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
64		67

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Area 1: English Language Arts (Reading)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
72.4	73	76

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31	42	45

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31	46	49

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Area 1: English Language Arts (Reading)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	69.3		72
Black/African American	42.1		45
Hispanic	62.9		65
Asian	78.3		81
American Indian	75		78
English Language Learners (ELLs)	19.2		22
Students with Disabilities (SWDs)	25.5		29
Economically Disadvantaged	54.4		57

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

Area 1: English Language Arts (Reading)

What is your school's reading goal? Provide a description of the goal below.

To increase the percentage of students at or above proficiency levels by 3% or more from sixty-eight percent to seventy-one percent.

Provide possible data sources to measure your reading goal.

FSA Reading Test, FAIR FS Testing throughout the year; formative assessments and pre- and post-tests

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
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Appropriately place students that have not achieved a Level 3 or higher and correct improper placement for students who are Level 1 or 2	The administration will review the school-wide FSA (and possible FCAT/FAIR) 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
Action 2	Plan to Implement Action 2
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.	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
Action 3	Plan to Implement Action 3
Determine priority areas of professional development to overcome lack of knowledge including close reading, instructional shifts, standards, assessments, and various instructional methods. This includes the use of computer-assisted programs and technology with Achieve 3000, SRI Corrective Reading, Read 180 and others.	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.
Action 4	Plan to Implement Action 4
Teachers and students engage in close reading of complex text along with text-dependent questions and performance tasks aligned to Language Arts Florida Standards (LAFS). Science, Social Studies and Mathematics teachers may use supplemental texts to challenge students that elicit close reading and re-reading.	Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading. Administrator visits classroom(s) and provides feedback to teacher(s) and literacy coach, and administrator and literacy coach collaborate to determine next steps. Principals, in conjunction with the Literacy Leadership Team (LLT), monitor students' close reading of complex text by using the Implementation Rubric for Secondary ELA and Reading— the Instructional Support Model (ISM) walk-through tool used for collecting data during Instructional Support Visits (ISV). Principals work with the LLT and Leading the Learning Cadre (LLC) to plan agendas for PLCs to ensure the process is consistent. Administrators monitor and support the implementation of reading programs— including the use of grade-appropriate complex texts in reading intervention classes, typically during small group instruction.

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section B

Area 2: English Language Arts (Writing)

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
59.3		63

FLORIDA ALTERNATE ASSESSMENT (FAA)

Area 2: English Language Arts (Writing)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
80		83

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

To increase the percentage of students at or above state test proficiency by 3% or more from sixty percent to sixty-three percent

Provide possible data sources to measure your writing goal.

FSA Test, Write Score, Teacher formative assessments; pre- and post-tests

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1

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 and to keep students highly engaged.	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.
Action 2	Plan to Implement Action 2
Determine priority areas of professional development to overcome lack of knowledge including closed reading, instructional shifts, standards, assessments, and various instructional methods.	Determine priority areas of professional development to overcome lack of knowledge including closed reading, instructional shifts, standards, assessments, and various instructional methods. • Administrator visits classroom(s) and provides feedback to teacher(s) and literacy coach, and administrator and literacy coach collaborate to determine next steps.
Action 3	Plan to Implement Action 3
Teachers provide students with extensive research and writing opportunities (claims and evidence) in Social Studies and Science classes.	Teachers use common short and extended writing rubrics.. Science teachers provide students with opportunities to write lab reports during inquiry-based science projects. Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via the Document Based Questions (DBQ) Project.
Action 4	Plan to Implement Action 4
ELA teachers regularly provide daily opportunities for written assignments.	ELA teachers conduct periodic data chats with students to support and monitor student writing progress. Teachers will use the Marzano goals and scales to allow students to track their own progress.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	Area 3: Mathematics
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33.4		33

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.4		31

FLORIDA ALTERNATE ASSESSMENT (FAA)	Area 3: Mathematics
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Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
66.7		70

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5.6		9

LEARNING GAINS**Area 3: Mathematics**

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
66		69

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
58		61

ANNUAL MEASURABLE OBJECTIVES (AMOs)**Area 3: Mathematics**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	62.9		67
Black/African American	38.5		42
Hispanic	54.9		58
Asian	80.4		83
American Indian	75		78
English Language Learners (ELLs)	42.3		45
Students with Disabilities (SWDs)	17.3		20
Economically Disadvantaged	47.3		50

MIDDLE SCHOOL ACCLERATION**Area 3: Mathematics**

Middle School Participation in High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20	25	25

Middle School Performance on High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
99		100

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)**Area 3: Mathematics**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33.8		25

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
66.3		75

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)**Area 3: Mathematics**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
4.2		2

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
95.8		98

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

To increase the percentage of students at or above state proficiency by 3% or more from sixty-six percent to sixty-nine percent

Provide possible data sources to measure your mathematics goal.

FSA/EOC Mathematics Test, Performance Matters and teachers formative assessments, pre- and post-tests

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Appropriately place students that have not achieved a Level 3 or higher and correct improper placement for students who are Level 1 or 2.	The administration will review the school-wide FSA and EOC 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.
Action 2	Plan to Implement Action 2
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 and to keep students highly engaged. Teachers will use performance tasks aligned to MAFS.	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. Incorporate use of AVID strategies. Administrators will conduct periodic walk-throughs and review lesson plans. Using supplemental resources, teachers regularly include longer, challenging word problems and mathematics performance tasks. Administrators monitor and support the implementation of math programs– including the intensive classes, typically during small group instruction. Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.
Action 3	Plan to Implement Action 3

Determine priority areas of professional development to overcome lack of knowledge including instructional shifts, standards, assessments, and various instructional methods such as Carnegie Algebra and literacy in mathematics. The principal will work with the Mathematics department to plan agendas for PLCs to ensure	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.
Action 4	Plan to Implement 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	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 with the incorporation of various AVID strategies including weekly tutorials.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section D **Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29		32

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25.6		29

FLORIDA ALTERNATE ASSESSMENT (FAA)

Area 4: Science

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
80		83

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0		3

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

Area 4: Science

What is your school's science goal? Provide a description of the goal below.

To increase the percentage of students at or above state proficiency by 3% or more from sixty-one percent to sixty-four percent.

Provide possible data sources to measure your science goal.

FCAT Science 2.0, Performance Matters Tests and teachers formative assessments, pre- and post-tests

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
<p>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 and keep students highly engaged through the usage of hands on instruction (labs) to allow for discovery and tie instruction to real world situations.</p>	<p>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. Incorporate use of AVID strategies. Administrators will conduct periodic walk-throughs and review lesson plans.</p>
Action 2	Plan to Implement Action 2
<p>Determine priority areas of professional development to overcome lack of knowledge including close reading, instructional shifts, standards, assessments, and various instructional methods including AVID strategies.</p>	<p>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 including AVID ideology, as well as literacy in the classroom . Grade level PLC's and department meetings which enhance school networking and data articulation. Science coaches are embedded in science classes for the purpose of implementing standards based science lessons built around the 5E instructional model and differentiated for students based on data.</p>
Action 3	Plan to Implement Action 3
<p>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.</p>	<p>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. Regular usage of the science mobile computer cart for inquiry based problem solving.</p>
Action 4	Plan to Implement Action 4
<p>Differentiate learning using the 5 E Lesson Plan</p>	<p>Teachers will use the 5 E Lesson Plans (engage, explore, explain, elaborate and evaluate). Teachers regularly incorporate checks for understanding (formative assessments) in each phase of 5E instruction and use the data to gauge student mastery of the content. Using supplemental texts, science teachers regularly include shorter, challenging, and technical passages that elicit close reading and re-reading. Administrators monitor and support the implementation of literacy in the science content area – including the use of grade-appropriate complex texts in science classes.</p>

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section E Area 5: Science, Technology, and Mathematics (STEM)

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
21	23

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	100	100

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL Area 5: Science, Technology, and Mathematics (STEM)

What is your school's STEM goal? Provide a description of the goal below.

The goal of the STEM programs is to offer students' opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve team building and leadership skills, learn about business planning and interact with community partners.

Provide possible data sources to measure your STEM goal.

FCAT 2.0, Performance Matters, pre- and post tests, formative assessments

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
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. Expand the number of students who pursue advanced degrees and careers in STEM fields and broaden participation of women and minorities in those fields. Encourage participation of students in all grade levels to participate in STEM activities.	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. Regular usage of the science mobile computer cart for inquiry based problem solving. To expand the number of students in STEM, target students will be placed into accelerated and honors mathematics, science and technology courses. Students will be introduced to STEM literacy that include knowledge and understanding of scientific and mathematical concepts, leading to better decision making. • Opportunities for collaboration, communication, and critical thinking skills will be embedded in the after school STEM curricula.
Action 2	Plan to Implement 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 AVID strategies.	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 including AVID ideology, as well as literacy in the classroom. Grade level PLC's and department meetings which enhance school networking and data articulation.
Action 3	Plan to Implement Action 3

Differentiate learning using the 5 E Lesson Plan and other strategies to reach all learners. Incorporate STEM activities in Science lessons where applicable.	Teachers will use the 5 E Lesson Plans (engage, explore, explain, elaborate and evaluate) and incorporate AVID and ESE strategies within the course. Engage in critical reading and writing of technical information. STEM teachers will demonstrate to students how to apply appropriate domain-specific vocabulary when communicating science, technology, engineering, and mathematic content. Evaluate and integrate multiple sources of information (e.g. quantitative data, video and multimedia) presented in diverse formats.
Action 4	Plan to Implement Action 4
Students are to track their own learning through scales and rubrics.	Teachers will facilitate student centered learning through guiding their independence and understanding the common goal. Communicate effectively and precisely with others.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section F **Area 6: Career and Technical Education (CTE)**

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
2	2	4

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	1	2

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)
66	75

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
2	2	3

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
66	75

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50.5	36.8	40

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	100	100

If you have a goal to support your CTE targets, provide the following information for that goal.

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

What is your school's CTE goal? Provide a description of the goal below.

To increase the number of students enrolled in CTE class that take the Microsoft Bundle and passing the entire package. Also, to increase the number of students in all CTE programs.

Provide possible data sources to measure your CTE goal.

FOCUS, the number of students taking Microsoft Word, Excel, Power Point, GMetrix, Pre and post tests, formative assessments

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Encourage students to enroll in CTE classes and increase the number of students taking the certification exams.	Provide information to students in all grade levels regarding the CTE classes. Provide ELP time for those in need of extra support to pass certification exams. The guidance counselors during the spring will go to their grade level classes and share information regarding classes that are offered, with an emphasis in the ability to earn certification in Microsoft Word, Excel, and Power Point; offer Gmetrix to simulate actual test taking for improved scores. There is a need for a proctor for the certification exams as well as for FBLA written competition, that is not the CTE teacher. Administration will seek a proctor to assist her.
Action 2	Plan to Implement Action 2
Develop ELP/enrichment calendar to provide students with needed assistance.	Create schedules for weekly enrichment programs, including FBLA and Tech Superstars and provide tutoring and extra support for students taking the certification exams. Secure highly trained teachers for enrichment. Advertise activities through school newsletters and morning announcements, Connect Ed and the school website. The teachers will engage students in discourse with collaborative grouping.
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section G **Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
14.9	29	32

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
77.9	41	44

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL

Area 7: Social Studies

What is your school's social studies goal? Provide a description of the goal below.

On the Civics EOC, to increase the percentage of students at or above state proficiency by 3% from seventy-percent to seventy-six percent

Provide possible data sources to measure your social studies goal.

EOC, Performance Matters Tests, formative teacher assessments, both pre- and post tests and DBQ rubric assessments

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
<p>Teachers will align their own unit assessments with EOC question difficulty (Low= 20-30%; Medium= 45-65%; High= 15-25%).</p> <p>During PLCs, teachers will work together to develop sample questions that represent various levels of complexity that are on the Civics EOC.</p>	<ul style="list-style-type: none"> -Use of AVID strategies daily to support students at all levels (Cornell notes with question writing and rubrics, tutorials). -Content areas will create common assessments for use within the department. -Use of Marzano’s taxonomy to create assessments and discussion questions. -Teachers receive professional development on assessment writing in the content area as well as inclusion of higher order questioning techniques as well as DBQ level 2 (focus on writing) strategies. -Content area meetings focused on identifying best practices for incorporating DBQ based multiple choice question skills regularly into the classroom.
Action 2	Plan to Implement Action 2

Teachers will develop systems for data collection (that include students tracking their own data) and having regular data chats with students, that will include student progress charts, Performance Matters, and DBQ rubrics as well as the use of Marzano Scales.	-Social Studies department 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.
Action 3	Plan to Implement Action 3
Teachers will provide students with exposure to a variety of primary source documents at varying complexities throughout the year the the DBQ Project.	-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
Action 4	Plan to Implement Action 4
Teachers will provide students with ELP/enrichment opportunities that include tutoring in Civics, while incorporating reading skills. Teachers will utilize iCivics while in the classroom, as well as encourage usage at home. Teachers may utilize Quizlet and Brain Pop to enhance vocabulary development and test taking strategies.	Create schedules for weekly tutoring and ELP. Secure highly trained teachers for enrichment activities including student council, Multicultural Club and History Fair assistance. Advertise activities through school newsletters and morning announcements, Connect Ed and the school website.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section H **Area 8: Early Warning Systems**

ATTENDANCE

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	4	2	8
Grade 7	15	4	9
Grade 8	13	4	9

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	10	12.2	9
Grade 7	13.5	14	11
Grade 8	14.5	12.7	10

SUSPENSIONS**Area 8: Early Warning Systems**

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	15	21	18
Grade 7	21	21	18
Grade 8	27	27	24

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	3	5	3
Grade 7	5	7	5
Grade 8	6	8	6

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	16	10	8
Grade 7	36	15	13
Grade 8	37	15	12

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	1	2	1
Grade 7	3	5	3
Grade 8	3	4	3

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	3	3	1
Grade 7	6	3	1
Grade 8	6	3	1

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	1	1	.5

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 7	1	1	.5
Grade 8	1	1	.5

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	.02	0.01
Grade 7	0	.07	.03
Grade 8	.2	.02	.01

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	0	0
Grade 7	0	.02	0
Grade 8	0	0	0

RETENTIONS

Area 8: Early Warning Systems

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	.9	.5	.3
Grade 7	.2	.2	.1
Grade 8	.4	.2	.1

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	16		14
Grade 7	10		9
Grade 8	21		19

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	4	5	4
Grade 7	6	4	3
Grade 8	3	4	3

Students in 6th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
7	7	4

MULTIPLE EARLY WARNING INDICATORS**Area 8: Early Warning Systems**

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	10.7	14.5	12
Grade 7	17.4	17.1	15
Grade 8	14.3	19.5	16

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. The behavior specialists collects and analyzes data for FBAs and PBIPs and meets with teachers, parents and students to problem solve. The Child Study Team meets twice a month to discuss students with chronic attendance issues. The attendance specialist and social worker work parents and students to help find solutions to difficult family situations to improve attendance.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section I****Area 9: Black Student Achievement**

Describe and identify goals, targets, and actions for Black student achievement.

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	<div style="display: flex; justify-content: space-around;"> Add Target Delete Target </div>	
		2014-15 Status (%)	2015-16 Target (%)
African-American students will increase learning gains in reading by 3% or more from forty-two percent to forty-five percent. Differentiate instruction for African-American students. Review and monitor course selections for black students to ensure enrollment in rigorous ELA courses. 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, including 5000 Role Model and mentors.	42.1		45

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
African-American students will increase learning gains in mathematics by 3% or more from thirty-eight percent to forty-one percent. Review and monitor course selections for black students to ensure enrollment in rigorous ELA courses. Differentiate instruction for African-American 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, including 5000 Role Model and mentors.	38.5		41

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: 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. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - 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 who are in lowest performing quartile or subgroups not meeting AMOs who 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 2014-15 school year, there were over 9043 hours of support volunteer time and instructional volunteer hours 2124 hours donated to Palm Harbor Middle School. We had 28 tutors, 18 mentors, 57 classroom partners, 113 school partners. Volunteers had opportunities 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 are 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. The Neilson family continues to support our school library by setting up a trust account to enhance our library. Due to the overwhelming engagement of the parents and community, Palm Harbor Middle School received the Five Star and Golden School Awards.

BUILDING POSITIVE RELATIONSHIPS - Describe how your 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. The school's reader board is updated weekly of upcoming events. 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.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your 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.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**Section K****Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)		
				Add Target	Delete Target
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	Bronze Level in <input type="checkbox"/>	Bronze in 66% of <input type="checkbox"/>	Bronze in 5 out of <input type="checkbox"/>		

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.

		Add PD	Delete PD
Professional Development Identified	AVID Summer Institute and AVID Leadership for College Readiness		
Related Goal(s)	All		
Topic, Focus, and Content	AVID training		
Facilitator or Leader	Various		
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	County-wide; Administrators, AVID Site Team Members		
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	June 2015		
Strategies for Follow-Up and Monitoring	Pre-school planning days: offer speed training to staff members on various AVID strategies; walk-throughs		
Person Responsible for Monitoring	AVID Site Team Members		
Professional Development Identified	Goal Setting and Managing the School Improvement Plan		
Related Goal(s)	All		
Topic, Focus, and Content	School Improvement Plan		
Facilitator or Leader	District Personnel		
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	SIP Team		
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	July 2015		
Strategies for Follow-Up and Monitoring	Monthly PLCs, teacher/student data		
Person Responsible for Monitoring	SIP Team, administrators		

Professional Development Identified	CPI 2 Refresher
Related Goal(s)	All
Topic, Focus, and Content	Safe Team Training
Facilitator or Leader	District Personnel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	CPI Team
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	June 2015
Strategies for Follow-Up and Monitoring	Collaboration at PLCs, weekly meetings
Person Responsible for Monitoring	CPI Team members
Professional Development Identified	ESE Summer Institute
Related Goal(s)	All
Topic, Focus, and Content	ESE strategies
Facilitator or Leader	District Personnel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	District Wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	June 2015
Strategies for Follow-Up and Monitoring	Collaboration at PLCs, independent study
Person Responsible for Monitoring	Teachers
Professional Development Identified	FSA Writing Workshop
Related Goal(s)	Writing
Topic, Focus, and Content	FSA Writing information, success strategies
Facilitator or Leader	District Personnel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	District Wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	July 2015
Strategies for Follow-Up and Monitoring	Collaboration at PLCs
Person Responsible for Monitoring	Goal Managers, teachers
Professional Development Identified	Photographing Artwork, Smart Boards for Art Teachers, Digital Curriculum Applications, Making videos in Teaching Art
Related Goal(s)	CTE
Topic, Focus, and Content	Technology in Art Classes
Facilitator or Leader	District Personnel

Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	District Wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	June 2015
Strategies for Follow-Up and Monitoring	Collaboration during PLCs
Person Responsible for Monitoring	Art Teacher
Professional Development Identified	Secondary Strategies in Digital Arts and Curriculum
Related Goal(s)	CTE
Topic, Focus, and Content	Technology
Facilitator or Leader	District Personnel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Art Teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	July 30, August 3 & 4, 2015
Strategies for Follow-Up and Monitoring	Collaboration during PLCs
Person Responsible for Monitoring	Art Teacher
Professional Development Identified	Weekly PLCs for all subjects
Related Goal(s)	All
Topic, Focus, and Content	Various
Facilitator or Leader	Goal Managers, Administrators
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	School-wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	All year
Strategies for Follow-Up and Monitoring	Monthly data/PLCs
Person Responsible for Monitoring	Goal Managers, Administrators
Professional Development Identified	Argumentative Directed Instruction
Related Goal(s)	Science
Topic, Focus, and Content	Instructional Strategies
Facilitator or Leader	Tom Doughty
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	District Wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	June 2015
Strategies for Follow-Up and Monitoring	Collaboration at PLCs
Person Responsible for Monitoring	Teacher

Professional Development Identified	Crisis Preparedness
Related Goal(s)	All
Topic, Focus, and Content	Crisis interventions and being prepared
Facilitator or Leader	District Personnel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	District Wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	June 29 & 30, 2015
Strategies for Follow-Up and Monitoring	Collaboration during Administrative Team PLC
Person Responsible for Monitoring	Counselors, Crisis Team
Professional Development Identified	School Data Teams: Data Training for Teachers
Related Goal(s)	All
Topic, Focus, and Content	Data Analysis
Facilitator or Leader	District Personnel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	District Wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	June, 2015
Strategies for Follow-Up and Monitoring	Collaboration during weekly PLCs
Person Responsible for Monitoring	Goal Managers, administration
Professional Development Identified	Achieve 3000
Related Goal(s)	Reading
Topic, Focus, and Content	Strategies for reading success
Facilitator or Leader	District Personnel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Reading teachers, district wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	August 5, 2015
Strategies for Follow-Up and Monitoring	Collaboration during PLCs
Person Responsible for Monitoring	Teacher, administrators
Professional Development Identified	Marzano Framework, Scales and Goals
Related Goal(s)	All
Topic, Focus, and Content	Scales and Goals
Facilitator or Leader	District Personnel

Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	School wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Various
Strategies for Follow-Up and Monitoring	Collaboration during PLCs, professional development
Person Responsible for Monitoring	Teachers, administrators
Professional Development Identified	FSA Information and Unpacking LAFS Standards
Related Goal(s)	Writing, Reading
Topic, Focus, and Content	Understanding ELA standards
Facilitator or Leader	District personnel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	ELA teachers district-wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	July 2015
Strategies for Follow-Up and Monitoring	Collaboration during PLCs, professional development
Person Responsible for Monitoring	Teachers, administrators
Professional Development Identified	Differentiation for Level 1 and 2 Students
Related Goal(s)	All
Topic, Focus, and Content	Differentiated learners; strategies
Facilitator or Leader	District Personnel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	District Wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	July 2015
Strategies for Follow-Up and Monitoring	Collaboration during PLCs, data chats, walk-throughs
Person Responsible for Monitoring	Teachers, administrators
Professional Development Identified	iReady
Related Goal(s)	Reading
Topic, Focus, and Content	Reading strategies, reading program
Facilitator or Leader	District personnel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	District wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	July 2015
Strategies for Follow-Up and Monitoring	Collaboration during PLCs, data chats
Person Responsible for Monitoring	Teachers

Professional Development Identified	Read 180
Related Goal(s)	Reading
Topic, Focus, and Content	Read 180 Program
Facilitator or Leader	District Personnel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Read 180 Teacher
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	August 2015
Strategies for Follow-Up and Monitoring	Collaboration in PLCs, walk-throughs
Person Responsible for Monitoring	Reading teachers, administrators
Professional Development Identified	ESOL
Related Goal(s)	All
Topic, Focus, and Content	ESOL strategies for all classes
Facilitator or Leader	District Personnel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	District Wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	All year
Strategies for Follow-Up and Monitoring	Collaboration during PLCs; walk-throughs
Person Responsible for Monitoring	Teachers, Administrators
Professional Development Identified	AVID - Social Studies Strand
Related Goal(s)	All
Topic, Focus, and Content	AVID strategies for Social Studies
Facilitator or Leader	District Personnel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Social Studies Teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	July 2015
Strategies for Follow-Up and Monitoring	Collaboration during PLCs
Person Responsible for Monitoring	Teachers
Professional Development Identified	Formulating Standards Based Questions
Related Goal(s)	All
Topic, Focus, and Content	Writing proper questions
Facilitator or Leader	District personnel

Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	District Personnel
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	July 2015
Strategies for Follow-Up and Monitoring	Collaboration during PLCs
Person Responsible for Monitoring	Teachers
Professional Development Identified	ESE True Colors
Related Goal(s)	All
Topic, Focus, and Content	Differentiated learners
Facilitator or Leader	District Personnel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	District Wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	August 2015
Strategies for Follow-Up and Monitoring	Collaboration during PLCs
Person Responsible for Monitoring	Teacher
Professional Development Identified	Rotation Groups
Related Goal(s)	All
Topic, Focus, and Content	Rotation of students, differential strategies
Facilitator or Leader	District Personnel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	District Wide Reading Teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	July 2015
Strategies for Follow-Up and Monitoring	Collaboration during PLCs
Person Responsible for Monitoring	Teacher
Professional Development Identified	Grade Level Reading
Related Goal(s)	Reading
Topic, Focus, and Content	Grade level reading
Facilitator or Leader	District Personnel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	District Wide Reading Teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	July 2015
Strategies for Follow-Up and Monitoring	Collaboration during PLCs, walk-throughs, Formative Assessments
Person Responsible for Monitoring	Teacher, administrators

Professional Development Identified	CTAE Curriculum Training, Industry Cert Prep & Florida FBLA-PBL Advisor Training
Related Goal(s)	CTE
Topic, Focus, and Content	Industry certification, FBLA advisor and curriculum in CTE
Facilitator or Leader	District
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All CTE teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	July 2015
Strategies for Follow-Up and Monitoring	Collaboration during PLCs, participation in CTE exams, enrollment in FBLA and CTE courses
Person Responsible for Monitoring	Teacher and administrators

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - 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 IV, 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.

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.

MEETING STUDENT NEEDS - 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.

The Administrative team meets to discuss current available student performance data, new state and district expectations and the needs of our entering student body. This occurs at each weekly administrative team meeting and specific meetings occur in March to prepare for the next year's schedule. The Assistant Principal for curriculum meets with the school based counselors to get feedback on scheduling needs. The VE Coordinator works with the APC to ensure the schedule meets the needs of our ESE population.

The APC maintains the instructional resources fund and approves department requests for instructional materials.

Department heads meet with the school principal monthly to discuss department resource needs.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item

Delete Item

Budget Item Description	AVID: Summer Institute, Leadership for College Readiness, Various Curriculum Strands
Related Goal(s)	All
Actions/Plans	AVID training for Site Team and staff to receive PD
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Evidence based program
Description of Resources	Classes, lecturers, materials
Funding Source	District
Amount Needed	\$0.00
Budget Item Description	Professional Development: School Improvement: Goal Setting and Managing the SIP
Related Goal(s)	ALL
Actions/Plans	Training/support for writing the SIP
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Various books
Description of Resources	Paper based, facilitator
Funding Source	District
Amount Needed	\$0.00
Budget Item Description	Professional Development: CPI 2 Refresher
Related Goal(s)	Wellness/safety
Actions/Plans	Training/support for CPI Team
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Evidence based program, materials
Description of Resources	Paper based, facilitator
Funding Source	District
Amount Needed	\$0.00
Budget Item Description	Professional Development: ESE Summer Institute
Related Goal(s)	All
Actions/Plans	Training
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Evidence based program/materials, PD
Description of Resources	Facilitator, paper based
Funding Source	District
Amount Needed	\$0.00

Budget Item Description	Professional Development: FSA Writing Workshop
Related Goal(s)	Writing
Actions/Plans	Training, PD
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD for ELA teachers
Description of Resources	Paper based, facilitator
Funding Source	District
Amount Needed	\$0.00
Budget Item Description	Professional Development: Photographing Artwork, Smart Board for Art Teachers, Digital Curriculum Applications, Making Videos in Teaching Art, Secondary Strategies in Digital Arts and Curriculum
Related Goal(s)	All
Actions/Plans	Enrichment activities for all students
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD
Description of Resources	Computer Applications, paper based, digital resources
Funding Source	District
Amount Needed	\$0.00
Budget Item Description	Professional Development: Weekly PLCs
Related Goal(s)	All
Actions/Plans	Weekly PLCs including all staff, team, grade level and department meetings
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Collaboration, professional development
Description of Resources	Various including facilitators, paper based
Funding Source	School
Amount Needed	\$0.00
Budget Item Description	Professional Development: Argumentative Directed Instruction
Related Goal(s)	Reading, Writing, Science, Social Studies
Actions/Plans	Training to incorporate strategies into lessons for argumentative instruction
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD
Description of Resources	Facilitator, paper
Funding Source	District

Amount Needed	\$0.00
Budget Item Description	Professional Development: Crisis Preparedness
Related Goal(s)	All
Actions/Plans	CPI Team to be re-certified
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Evidence based program
Description of Resources	Facilitator, training manual
Funding Source	School
Amount Needed	\$0.00
Budget Item Description	Professional Development: School Data Teams: Data Training for teachers
Related Goal(s)	All
Actions/Plans	Collaborate during PLCs regarding analyzing data
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD
Description of Resources	Paper based, facilitator
Funding Source	District
Amount Needed	\$0.00
Budget Item Description	Professional Development: Achieve 3000 , Read 180, iReady, Grade Level Reading
Related Goal(s)	Reading
Actions/Plans	Reading teachers training on district reading programs, Collaboration during PLCs
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Evidence based programs/materials, PD
Description of Resources	Computer program, paper materials
Funding Source	District
Amount Needed	\$0.00
Budget Item Description	Professional Development: Marzano Framework, Scales and Goals
Related Goal(s)	All
Actions/Plans	Training for all staff to learn the Marzano Evaluation System to improve instruction
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD, technology, paper based
Description of Resources	Facilitators, paper
Funding Source	District

Amount Needed	\$0.00
Budget Item Description	Professional Development: FSA Information and Unpacking LAFS Standards
Related Goal(s)	Reading, Writing
Actions/Plans	Collaborate during PLCs, train others
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD
Description of Resources	Facilitator, paper based
Funding Source	District
Amount Needed	\$0.00
Budget Item Description	Professional Development: Differentiation for L1 and L2 Students
Related Goal(s)	All
Actions/Plans	Collaboration during PLCs
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD
Description of Resources	Technology, paper based, facilitator
Funding Source	District
Amount Needed	\$0.00
Budget Item Description	Professional Development: ESOL
Related Goal(s)	All
Actions/Plans	Collaboration during PLCs, incorporate strategies during lessons
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD
Description of Resources	Facilitator, paper based
Funding Source	District
Amount Needed	\$0.00
Budget Item Description	Professional Development: ESE True Colors
Related Goal(s)	All
Actions/Plans	Collaboration during PLCs, training in ESE strategies and awareness
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD
Description of Resources	Facilitator, paper based
Funding Source	District

Amount Needed	\$0.00
Budget Item Description	Professional Development: Rotation Groups
Related Goal(s)	All
Actions/Plans	Training for teachers, Collaborate during PLCs
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD
Description of Resources	Technology, paper based, facilitator
Funding Source	District
Amount Needed	\$0.00
Budget Item Description	TDEs for Professional Development
Related Goal(s)	All
Actions/Plans	Provide substitute teachers so teachers may attend PD and instructional rounds
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD
Description of Resources	Substitute teachers
Funding Source	SAC
Amount Needed	\$1,500.00
Budget Item Description	Technology: ELMOs
Related Goal(s)	All
Actions/Plans	Purchase technology to enhance classroom instruction
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Technology
Description of Resources	ELMO, other technologies
Funding Source	SAC
Amount Needed	\$1,000.00
Budget Item Description	Professional Development for Teachers
Related Goal(s)	All
Actions/Plans	Attendance at conferences, ESE Training, Florida Standards Training and other PD opportunities
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD
Description of Resources	Facilitators, paper based
Funding Source	SAC

Amount Needed	\$1,500.00
Budget Item Description	Literacy for Classrooms
Related Goal(s)	Reading
Actions/Plans	Purchase books to enrich various curriculum
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Books, magazines
Description of Resources	Scholastic Magazines, various reading books
Funding Source	SAC
Amount Needed	\$600.00
Budget Item Description	Literacy for Teachers
Related Goal(s)	All
Actions/Plans	Book study materials for teachers
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Books
Description of Resources	Various books for professional development for staff
Funding Source	SAC
Amount Needed	\$1,000.00

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 goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	
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?	
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?	
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?	
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.	

8-Step Planning and Problem-Solving Process

