

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: 0481 - McNicol Middle School
District: 06 - Broward
Principal: Horace Hamm
SAC Chair: Kawana Hibbert
Superintendent: Mr. Robert Runcie
School Board Approval Date: 10/15/2013
Last Modified on: 11/01/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	1602 S 27TH AVE Hollywood, FL 33020	1602 S 27TH AVE Hollywood, FL 33020
Phone Number:	754-323-3400	
Web Address:		
Email Address:		

School Type:	Middle School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	90%			
Minority:	95%			
School Grade History:	<u>2012-13</u> D	<u>2011-12</u> C	<u>2010-11</u> C	<u>2009-10</u> C

NOTE

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

Current School Status	
School Information	
School-Level Information	
School Mcnicol Middle School	
Principal's name Horace Hamm	
School Advisory Council chair's name Kawana Hibbert	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Horace Hamm	Principal
Melissa Gurreonero	Assistant Principal
David Martin, II.	Assistant Principal
Andrea Ellis-Smith	Assistant Principal
District-Level Information	
District Broward	
Superintendent's name Mr. Robert Runcie	
Date of school board approval of SIP 10/15/2013	
School Advisory Council (SAC)	
<p>This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>	
<p>Describe the membership of the SAC including position titles The McNicol School Advisory Committee (SAC) consists of a team of dedicated people representing various segments of the community including but not limited to parents (including ESOL & ESE), teachers, students, support staff, business partners and administration. The Executive SAC Committee consists of: Horace Hamm, Principal, Kawana Hibbert, Chair, Zae-Vista Arnold, Co-Chair, Karla Borge, ESE Representative, Lori Hersey, SAF Designee, Sharon Doyle, Secretary, Shantay Williams, Gifted Representative, Charles Montalto, BTU Steward, Krystal Morman, Community Liaison and Community Representative, Justin Hersey, Student, and Prince Reid, Student. All active SAC members and titles are posted online as part of the School Improvement Plan and can also be found at www.mcnicolmiddleschool.org</p>	
<p>Describe the involvement of the SAC in the development of this school improvement plan The McNicol SAC plays an integral role in the preparation and evaluation (developing and evaluating) of the School Improvement Plan and also serves as a committee to assist the principal with the annual school budget. As part of the School Improvement Plan process, the SAC work in conjunction with the school's Leadership Team and supports a data-driven decision making process, which involves reviewing performance indicators that are measurable such as, school-based assessments, BAT, and FCAT data.</p>	
<p>Describe the activities of the SAC for the upcoming school year The activities of the School Advisory Council will undoubtedly include the preparation and evaluation of the School Improvement Plan and the preparation of the school accountability budget. Additionally, the SAC will work with the principal and education support staff to participate in the planning and monitoring of activities that extend the educational opportunities, safety and welfare of the students and school community it serves.</p>	

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

School improvement funds will be used to meet the daily educational needs of our students. Funds are also allocated for parent involvement to educate our parents in order for them to better assist their children. Many of our school wide projects involve multiple content areas; therefore, several different funding sources are represented in the SIP. The items below represent Extended Learning Opportunities (ELO), Title-1, and School Accountability funding sources.

The allocation amounts are as follows:

Annual Parent Seminar \$120.00
 Parent Literacy Training \$685.00
 Student Agendas \$3000.000
 Refreshments for Parent Training \$950.00
 BASIS Training for Parents \$150.00
 Common Core Parent Training \$300.00
 SIP Parent Training \$428.00
 Understanding Poverty (Consultant) \$2500.00
 Understanding Poverty Materials \$1500.00
 Leadership Team PLC Materials \$300.00
 Legacy Writing Training (Stipends) \$300.00
 Legacy Writing Program \$6000.00
 Balanced Literacy (Progression) \$700.000
 Grouping Norms (Trainer Salary) \$200.00
 Algebraic Thinking (Stipends) \$1000.000
 Algebra EOC Training (Stipends) \$1000.00
 Social Studies EOC (Stipends) \$500.00
 The Inclusion Classroom \$700.00
 IRA Conference \$1000.000
 IRA Conference (Registration Fees) \$500.00
 Technology Training \$700.00
 SpringBoard Training (Materials) \$400.00
 SpringBoard Training (Stipends) \$1.070.00
 Social Studies Common Core \$300.00
 The Inclusion Classroom (Trainer Salary) \$200.00
 Drive: The Surprising Truth About \$1500.00
 What Motivates Us
 PARCC Integration through Common Core \$1500.00
 PLCs: All Content Areas \$3000.00
 STEM Training \$1500.00
 STEM Training (Substitute Coverage) \$500.00
 ASCD Conference (Travel Expenses) \$1500.00
 ASCD (Registration Fees) \$500.00
 Test Maker Pro Resources \$500.00
 To support our continued learning involving the CCSS and P.A.R.C.C., professional development books will be purchased for the staff - \$1500.00
 To support our writing program, the following expenditures will be made:
 Document Cameras - \$2000.000
 Educational Children's Magazines - \$1000.00
 Literacy Family Night - \$300.00
 To support our infusion of the STEM curriculum through math, science and technology, the following expenditures will be made:
 Math Family Night - \$300.00
 STEM Family Night - \$300.00
 Host: First Lego League Tournament - \$800.00

<p>To support the needs of transitioning ESOL students, the following expenditures will be made: Bi-lingual dictionaries to support language acquisition of ESOL students - \$500.00 School-based Miscellaneous Items School Beautification - \$3000.00 Awards and Certificates - \$1200.00 Extended Learning Opportunities (Teacher Salaries & Materials) - \$24,437.00 Total Amount of all Funding Sources: \$70,340.00</p>
<p>Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below In Compliance</p>
<p>If no, describe the measures being taken to comply with SAC requirements</p>
<p>Highly Qualified Staff This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p>Administrators</p>
<p># Administrators 4</p>
<p># Receiving Effective rating or higher (not entered because basis is < 10)</p>
<p>Administrator Information:</p>

Horace Hamm		
Principal	Years as Administrator: 11	Years at Current School: 5
Credentials	Master's Degree: Educational Leadership Master's Degree: Elementary Education Educational Specialist Degree Bachelor's Degree: Social Psychology	
Performance Record	2012-2013: School Grade D (Resulted from change in Writing Requirement being increased from 3.0 to 3.5) Reading: 41%, Math: 42% Science: 33% , Writing: 58% (top 25% in district, above state average) Learning Gains Reading: 56% Learning Gains Math: 55% Learning Gains in Lowest 25% Reading: 58% Learning Gains in Lowest 25% Math: 61% (13th highest of all middle schools in entire district) 2011-2012: School Grade: C Reading Proficiency: 41% Math Proficiency: 42% Writing Proficiency: 81% Science Proficiency: 34% Reading Learning Gains: 59% Math Learning Gains: 56% Reading Learning Gains for Lowest 25%: 61% Math Learning Gains for Lowest 25%: 47% 2010-2011: School Grade C; Highest collective point gain of all Broward County Middle Schools for the 2011 school year, increasing from 456 to 493 points - a 37 point gain from the previous year and 2 points from a "B" grade. Reading Proficiency=51%; 59% of all students made Learning Gains in Reading; Math Proficiency=52%; 63% made Learning Gains in math (a 9% gain from the previous year); 91% of all 8th grade students scored a level 4.0 and above in writing; 41% of our 8th grade students were proficient in Science, an increase of 4% from the previous year. 68% of our lowest 25th percentile students made learning gains in math and reading (double digit gains from the previous year) 2009 – 2010 – School Grade C; Reading Proficiency: 50%, Students making Learning Gains in Reading: 54%; 54% of all students met the standards in math, 54% showed Learning Gains; 92% of all 8th grade students scored a level 4.0 and above in writing; and in science, 37% of all tested students met the standards.	

82% of our subgroups made criteria
resulting in Correct 1 status.

Andrea Ellis-Smith

Asst Principal

Years as Administrator: 7

Years at Current School: 5

Credentials

Master's Degree: ESOL and Multicultural Education
 Master's Degree: School Administration
 Bachelor's Degree: Journalism and Communication
 Certification:
 English 6-9
 Elementary Education K-6
 Reading K-12

Performance Record

2012-2013: School Grade D (Resulted from change in Writing Requirement being increased from 3.0 to 3.5)
 Reading: 41%, Math: 42%
 Science: 33% , Writing: 58% (top 25% in district, above state average)
 Learning Gains Reading: 56% Learning Gains Math: 55%
 Learning Gains in Lowest 25% Reading: 58%
 Learning Gains in Lowest 25% Math: 61% (13th highest of all middle schools in entire district)
 2011-2012: School Grade: C
 Reading Proficiency: 41%
 Math Proficiency: 42%
 Writing Proficiency: 81%
 Science Proficiency: 34%
 Reading Learning Gains: 59%
 Math Learning Gains: 56%
 Reading Learning Gains for Lowest 25%: 61%
 Math Learning Gains for Lowest 25%: 47%
 2010-2011: School Grade C; Highest collective point gain of all Broward County Middle Schools for the 2011 school year, increasing from 456 to 493 points - a 37 point gain from the previous year and 2 points from a "B" grade.
 Reading Proficiency=51%; 59% of all students made Learning Gains in Reading;
 Math Proficiency=52%; 63% made Learning Gains in math (a 9% gain from the previous year); 91% of all 8th grade students scored a level 4.0 and above in writing;
 41% of our 8th grade students were proficient in Science, an increase of 4% from the previous year. 68% of our lowest 25th percentile students made learning gains in math and reading (double digit gains from the previous year)
 2009 – 2010 – School Grade C;
 Reading Proficiency: 50%,
 Students making Learning Gains in Reading: 54%;
 54% of all students met the standards in math, 54% showed Learning Gains; 92% of all 8th grade students scored a level 4.0

and above in writing; and in science, 37% of all tested students met the standards. 82% of our subgroups made criteria resulting in Correct 1 status.

Melissa Gurreonero

Asst Principal

Years as Administrator: 4

Years at Current School: 4

Credentials

Master's Degree: Educational Leadership
 Bachelor's Degree: Elementary Education
 Certification:
 Education Leadership K-12
 Elementary Education K-6
 ESOL

Performance Record

2012-2013: School Grade D (Resulted from change in Writing Requirement being increased from 3.0 to 3.5)
 Reading: 41%, Math: 42%
 Science: 33% , Writing: 58% (top 25% in district, above state average)
 Learning Gains Reading: 56% Learning Gains Math: 55%
 Learning Gains in Lowest 25% Reading: 58%
 Learning Gains in Lowest 25% Math: 61% (13th highest of all middle schools in entire district)
 2011-2012: School Grade: C
 Reading Proficiency: 41%
 Math Proficiency: 42%
 Writing Proficiency: 81%
 Science Proficiency: 34%
 Reading Learning Gains: 59%
 Math Learning Gains: 56%
 Reading Learning Gains for Lowest 25%: 61%
 Math Learning Gains for Lowest 25%: 47%
 2010-2011: School Grade C; Highest collective point gain of all Broward County Middle Schools for the 2011 school year, increasing from 456 to 493 points - a 37 point gain from the previous year and 2 points from a "B" grade.
 Reading Proficiency=51%; 59% of all students made Learning Gains in Reading;
 Math Proficiency=52%; 63% made Learning Gains in math (a 9% gain from the previous year); 91% of all 8th grade students scored a level 4.0 and above in writing;
 41% of our 8th grade students were proficient in Science, an increase of 4% from the previous year. 68% of our lowest 25th percentile students made learning gains in math and reading (double digit gains from the previous year)

David Martin, II.		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Master's Degree: Educational Leadership Bachelor's Degree: Physical Education and Sports Administration Certification: English 6-12 Business Education 6-12 ESOL Endorsement	
Performance Record	2012-2013: School Grade D (Resulted from change in Writing Requirement being increased from 3.0 to 3.5) Reading: 41%, Math: 42% Science: 33% , Writing: 58% (top 25% in district, above state average) Learning Gains Reading: 56% Learning Gains Math: 55% Learning Gains in Lowest 25% Reading: 58% Learning Gains in Lowest 25% Math: 61% (13th highest of all middle schools in entire district)	
Instructional Coaches		
# Instructional Coaches 3		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Letia Gale		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	Bachelor's Degree of Science in Social Science, Master's Degree in School Administration and Supervision; Certification: Math 5-9	
Performance Record	Ms. Letia Gale received a highly effective performance rating for 2012-2013. 2012-2013, School Grade D, Math Proficiency 42% 2011-2012, School Grade C, Math Proficiency 42% 2010-2011, School Grade B (New River Middle School), Math Proficiency 63%	

Heather Paschal		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelor's Degree in Elementary Education, Master's Degree in Reading Education, and a Specialist Degree in Educational Leadership; Certification: Elementary Education K-6, Reading K-12, ESOL and Education Leadership K-12	
Performance Record	Ms. Heather Paschal received an effective performance rating for 2012-2013. 2012-2013, School Grade D, Reading Proficiency 41% 2011-2012, School Grade C (Lake Forest Elementary), Reading Proficiency 41%	
Lara Ruddy		
Full-time / School-based	Years as Coach: 3	Years at Current School: 12
Areas	Science	
Credentials	Bachelor's Degree in Marine Science, Master's Degree in Environmental Science; Certification: Middle Grades Science 6-12, Gifted Endorsement, National Board Certification	
Performance Record	Ms. Lara Ruddy received an effective performance rating for the 2012-2013 school year. 2012-2013, School Grade D, Science Proficiency: 33% 2011-2012, School Grade C, Science Proficiency: 37% 2010-2011- School Grade C, Science Proficiency: 41%	
Classroom Teachers		
# of classroom teachers 61		
# receiving effective rating or higher 59, 97%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 98%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 60, 98%		
# ESOL endorsed 25, 41%		
# reading endorsed 13, 21%		
# with advanced degrees 12, 20%		
# National Board Certified 4, 7%		
# first-year teachers 5, 8%		
# with 1-5 years of experience 28, 46%		
# with 6-14 years of experience 26, 43%		
# with 15 or more years of experience 7, 11%		
Education Paraprofessionals, pursuant to s. 1012.01(2)(e)		
# of paraprofessionals 3		

Highly Qualified, as defined in 20 U.S.C. § 6319(c) 3, 100%
Other Instructional Personnel
of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 2
receiving effective rating or higher (not entered because basis is < 10)
<p>Teacher Recruitment and Retention Strategies This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible. The school principal and administrative staff consistently review resumes for qualifications and communicate with the District Instructional Staffing office, to share our needs in order to identify potential qualified candidates. The recruitment team then conducts interviews and follow-up reference checks. McNicol has been identified as a TIF school, which will provide more incentives for qualified educational leaders wanting to teach our students. Retaining highly qualified certified teachers require that the administrative staff, coaches, and department chairs engage regularly in bi-weekly meetings where we discuss instructional delivery, teacher by teacher performance, and needed support. Under the leadership of McNicol's NESS Liaison, Ms. Pierre, new teachers and individuals new to the building are required to participate in the McNicol NESS and Induction Program. And finally, utilizing current and trend data to drive our decision making and professional development needs, we are able to utilize strategies that help us both recruit and retain qualified individuals.</p>
<p>Teacher Mentoring Program/Plan This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities Beginning at the start of the new school year, transitioned teachers and teachers new to the profession are required to participate in the McNicol NESS and Induction Program. Individuals are provided a mentor and also a content area support teacher. These individuals stay in constant contact with each other, but are required to meet monthly as a group during scheduled support sessions where operational and instructional agenda items are covered. There is a purpose for each meeting, which includes orientation, and modeling of best practices and a closing celebration. These practices are important to maintaining a positive school culture and fostering collaboration and personal growth.</p>
<p>Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (Rtl) This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p>Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs</p>

The school's principal provides the leadership and vision with respect to the use of data to guide decisions regarding our Multi-Tiered System of Support (MTSS) and our school's Response to Intervention (RtI) implementation. The school's principal, assistant principals, ESE Specialist, ESOL Coordinator, district social services personnel, and other key members of the school's leadership team meet monthly to monitor students recommended for RTi. Academic and behavioral interventions are discussed. Case managers work directly with individual teachers and teams to model and/or recommend interventions and follow up processes, in order to service the emotional and social growth of specific students. Teachers and appropriate staff are provided necessary professional development to implement interventions and support.

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

The school's leadership team has many facets that are outlined in our school's Month-at-a-Glance to support communication and implementation. A Positive Behavior Initiative was introduced during the first weeks of school to all teachers and then to students. Interventions and action plans were then communicated with parents/guardians to ensure a collaborative team effort to generate positive results. Assistant Principals, Specialists, Coaches, and Department Chairs hold different roles and are responsible for assisting with implementation of RtI and monitoring expectations with fidelity. Instructional Coaches are responsible for developing, guiding, and evaluating core content and instructional foci implementation. They will also be instrumental in designing and implementing progress monitoring, assessments, data collection, data analysis, and data chats as well as professional development needs. The Guidance Department, ESE Specialist and ESOL Coordinator will serve as case managers, responsible for data collection, implement IEP's and other interventions with individual students to support academic, emotional, behavioral, and social success.

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

Monthly CPST meetings are held to facilitate the implementation of our MTSS Plan and monitoring of our RtI process. Guidance Counselors, School Psychologist, and other support and instructional staff monitor the daily implementation of accommodations and positive behavior and academic plans to ensure fidelity of implementation. Specifically, the Guidance Department, ESE Specialist and ESOL Coordinator will serve as case managers, responsible for data collection, implement IEP's and other interventions with individual students to support academic, emotional, behavioral, and social success. With respect to the SIP Plan, all administrators (including the Principal and Assistant Principals), Specialists, Coaches, Department Chairs, teachers, SAC committee hold different roles and are responsible for assisting with implementation of our SIP Plan and monitoring expectations with fidelity to ensure compliance. Instructional Coaches are responsible for developing, guiding, and evaluating core content and instructional foci implementation. They will also be instrumental in designing and implementing progress monitoring, assessments, data collection, data analysis, and data chats as well as professional development needs. Again, monthly meetings are held to assess implementation of the plan and to make adjustments (if necessary) based on data analysis.

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)

During the MTSS and RTi process, authentic Benchmark Assessment Tests (BAT) and FCAT data will be reviewed as related to identified students. Instructional coaches will be responsible for developing, guiding and evaluating core content and instructional foci implementation through a series of bi-weekly common assessments. The focus will be on providing quick feedback to help improve teaching and student performance.

In an effort to provide our students with the opportunity to become more familiarized with online testing, we will implement the use of QUIA online testing tool in reading, math, and science on a monthly basis. Additionally, we have purchased Study Island software that students can access in school and at home to assist all students (including ESE & ESOL) in building additional math, reading, and science skills. This program provides instant feedback and will help us to monitor students progress toward mastery.

Additionally, students needing intensive support will be identified early for extended learning opportunities. The instructional coaches will work with the guidance team to communicate student intervention plans and will also be instrumental in designing and implementing progress monitoring, assessments, data collection, data analysis, and data chats as well as professional development needs.

Data sources such as FLDOE FCAT Reports, BASIS, FileMaker Pro datatbase, FCAT Test Maker Pro Software, Study Island Software, First In Math Software, Discipline Management System, FAIR Assessment, QUIA Surveys, QUIA Bi-weekly Test Reports, and other informal assessment methods will be used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement.

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

In servicing the whole child, the team will address individual student needs through a collaborative problem solving process involving the students' teachers, support staff, administrators and parent. The ultimate goal of the problem solving team is to positively impact student academic achievement and behavior. Utilizing case managers, support staff and guidance counselors, data will be collected of all students presented for review. Through data analysis, observations, attendance and suspension records, a formal plan will then be constructed with the assistance of the parent. Teachers began receiving training on this process during the first weeks of the school year and later will engage in monthly meetings as a team with their grade level guidance counselor. As a collective unit, the students' progress is tracked in order to determine growth and the impact of the plan. Additionally, incentives and positive behavior rewards are brainstormed to aid the student in achieving their goals.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students**Minutes added to school year:** 1,620**Strategy Purpose(s)**

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

Strategy Description

Hispanic Unity is our current extended day learning program. Twelve additional instructional hours are added each week. It is strongly academic-based, but also consists of an enrichment component that addresses life skills and the social needs of our students through enrichment activities. McNicol is in the process of organizing additional extended learning opportunities that will take place after school and also on Saturdays. These programs will target students who are near proficiency, those who demonstrated proficiency, but did not achieve the required level on the FCAT, and finally, groups of students who qualify for enrichment through added rigor, based on their consistent high levels of performance.

Our students also receive extended learning through our daily student learning communities where students who have not mastered a particular concept work with teachers during the school day to master the concept. Additionally, students receive extended learning after school, on Saturdays (FCAT Academic Camp), and also during our Inter-Session breaks in November and March.

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

There is a pre-test embedded into the curriculum to provide baseline data. Additionally, there are assessments in intervals to measure the students' acquisition of core skills and the post test provides a platform for measurement. In addition, Diagnostic Assessments (e.g., DAR, Fluency, San Diego, FCAT, BAT, Mock Writing Assessments); FAIR data, are also utilized and will be extremely beneficial in the pending extended programs where students will need to be identified.

Who is responsible for monitoring implementation of this strategy?

The individuals responsible for monitoring and implementation are: The principal, assistant principals, program coordinators, coaches, chairs and teachers.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Horace Hamm	Principal
Melissa Gurreonero	Assistant Principal
David Martin, II.	Assistant Principal
Andrea Ellis-Smith	Assistant Principal
Letia Gale	Math Coach
ZaeVista Arnold	Guidance Director
Heather Paschal	Reading Coach
Lara Ruddy	STEM Coordinator
Phillip Shaver	Magnet Coordinator
Donya Solages	ESE Specialist
Kawana Hibbert	Reading Teacher/Department Chairperson

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

The Literacy Leadership Team will meet twice monthly to assess implementation of departmental and school wide goals to ensure there is a solid action plan. Under the leadership of the principal and with

the assistance of the supervising content area administrators, the Leadership Team will address individual student needs, department and school wide needs, and assess resources through a collaborative decision making process in an effort to increase student achievement. We will continue to utilize "Looking Together at Student Work" as a process for monitoring what children know, are being taught at each grade level, and are able to do.

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

The major initiative for the 2013-2014 school year will be a school wide implementation of the Common Core Standards through a process of inquiry based learning, hands-on problem solving practices and literacy awareness that are grounded in the Balanced Literacy Approach to learning. We will continue to utilize the district's website: "Defining the Core", as well as other platforms on Common Core and P.A.R.C.C. The goal of our initiative is to integrate literacy awareness, listening and speaking infusion in the content areas, and hands-on, research-based application of various instructional tasks. Differentiated instruction still remain as an integral component of our school wide goal and is at the heart of the Common Core practice. Interdisciplinary instruction will be an avenue utilized to carry out holistic analysis and research-based exploration of the differentiated method. Every department will utilize the PLC model and will be responsible for exploring the standards and providing unique methods of delivery in order to unwrap the standards. Project based, interdisciplinary learning is embedded into our PLCs for this year.

Additionally, we will focus on improving our students' vocabulary through our "Word of the Week" school-wide initiative.

Every Teacher Contributes to Reading Improvement

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

Our school's professional development goals support the premise of differentiated instruction, improving higher order thinking and reasoning skills, and developing content reading strategies using the Balanced Literacy Approach (I do, We do, You do) to teaching and learning. Carrying over from the past two years, there will be a series of layered trainings lead by our department leaders, district personnel, and where identified, department chairs, who will engage with staff in workshops that focus on isolating core reading strategies that are applicable to the respective content areas. As part of our SIP, our PLC model is structured to support the needed collaboration between the reading department and the other core subject areas. Plans are in place for specific individuals to model identified strategies as part of our professional development offering for the 2013-2014 school year.

College and Career Readiness

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

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

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

In our middle school, we offer advanced math courses that allow students to earn high school credit for algebra and geometry. We also offer a technology course where students can earn 0.5 credits for each year of the course. A 2-year Spanish magnet program allows students to complete their World Language high school requirements. The STEM and Science/Pre-Engineering programs include forward-thinking, 21st century electives in robotics, alternative energy, bioengineering, and technology. The whole school participates in a STEM project-based learning involving every grade level and all curricular areas.

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

Students are constantly encouraged to do their best and prepare to be high school ready and college bound (part of our school motto). Teachers are scheduled to have data chats with each of their students following district formative assessments (Benchmark Assessment Tests, aka BAT). The data chats are based on individual student performance for strengths and weaknesses in math and reading. In our district, the students have high school options for their boundary home school or up to 6 magnet schools if they are academically qualified. Our middle school Magnet Coordinator arranges presentations from those magnet high schools for the 8th graders to inform them of the programs they can choose.

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

All students are encouraged to achieve their highest potential. Students are offered high school requirements in middle school to be able to take AP courses in high school. In 2013, 100% of the students enrolled in our Algebra and Geometry courses passed the end-of-course exam. This is a trend we hope to maintain and increase the number of students that are able to attain their high school credits sooner to take college-level courses in high school, propelling them further on the path to their post secondary success.

At McNicol, we have also been involved over the past few years with the implementation of our school-wide STEM initiative, the implementation of SpringBoard by CollegeBoard, and the blending of Common Core strategies which will continue to prepare our students to be high school ready and college bound.

Expected Improvements

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

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	40%	No	55%
American Indian				
Asian				
Black/African American	47%	39%	No	52%
Hispanic	57%	42%	No	61%
White	58%	56%	No	63%
English language learners	35%	11%	No	42%
Students with disabilities	32%	22%	No	39%
Economically disadvantaged	48%	39%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	202	23%	28%
Students scoring at or above Achievement Level 4	125	14%	19%

Florida Alternate Assessment (FAA)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%	
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%	
Learning Gains				
	2013 Actual #	2013 Actual %	2014 Target %	
Students making learning gains (FCAT 2.0 and FAA)	484	56%	61%	
Students in lowest 25% making learning gains (FCAT 2.0)	470	58%	63%	
Comprehensive English Language Learning Assessment (CELLA)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	11	24%	34%	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		17%	
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		14%	
Area 2: Writing				
	2013 Actual #	2013 Actual %	2014 Target %	
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	58	57%	65%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		70%	
Area 3: Mathematics				
Elementary and Middle School Mathematics				
Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA				
Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	40%	No	57%
American Indian				
Asian				
Black/African American	48%	36%	No	54%
Hispanic	58%	47%	No	63%
White	55%	63%	Yes	60%
English language learners	32%	11%	No	39%
Students with disabilities	33%	24%	No	40%
Economically disadvantaged	50%	39%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	210	26%	31%
Students scoring at or above Achievement Level 4	52	6%	11%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	52%	55%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		28%
Learning Gains			
	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	446	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	567	61%	66%
Middle School Acceleration			
	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	64	8%	13%
Middle school performance on high school EOC and industry certifications	64	100%	100%
Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	38%	43%
Students scoring at or above Achievement Level 4	31	62%	67%
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		41%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		69%
Area 4: Science			
Middle School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	18%	45%
Students scoring at or above Achievement Level 4	32	13%	40%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%
Area 5: Science, Technology, Engineering, and Mathematics (STEM)			

All Levels			
	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	13		15
Participation in STEM-related experiences provided for students	25	100%	100%
Area 8: Early Warning Systems			
Middle School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	7	0%	0%
Students who fail a mathematics course	38	4%	3%
Students who fail an English Language Arts course	40	4%	3%
Students who fail two or more courses in any subject	79	8%	7%
Students who receive two or more behavior referrals	226	24%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	322	35%	31%
Area 9: Parent Involvement			
Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).			
Describe parental involvement targets for your school			
McNicol Middle School's PTSA and SAC is dedicated to improving the number of parent members each year. This year, our goal is to increase participation by 10%. Each grade level administrator and supporting team will be working with our school's guidance counselors and liaison to attract parents in an effort to expand our volunteer program and also to become members of our PTSA and SAC organizations.			
Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
McNicol Middle School will increase parent participation by 10%.	9	10%	20%
Area 10: Additional Targets			
Description of additional targets			
Magnet Coordinator will recruit 5th grade students for the STEM, Science/Pre-engineering, and World Language Magnet programs. Goals for applications in each program are: STEM, 150 applications; Science/Pre-Engineering, 75 applications; and World Language Spanish, 50 applications.			
Specific Additional Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
STEM applications	140	100%	100%
Science/Pre-Engineering applications	64	100%	100%
Spanish International Affairs & Business applications	25	50%	100%

Goals Summary

Goal #1:

Teachers will effectively plan and implement student-centered, rigorous instruction to increase student achievement in all content areas.

Goal #2:

Teachers will teach and utilize literacy skills that address the Common Core philosophy across all content areas.

Goals Detail

Goal #1: Teachers will effectively plan and implement student-centered, rigorous instruction to increase student achievement in all content areas.

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Research-based books, articles, graphic organizers, media technology, online tutorials, textbooks, and manipulatives

Targeted Barriers to Achieving the Goal

- There is a need to provide support in developing and implementing rigorous, student-centered instruction.
- Teachers will utilize the Balanced Literacy approach to model and support literacy in the content areas that promote student-centered rigorous instruction.

Plan to Monitor Progress Toward the Goal

Action:

Analysis of various data sources, data chats and reflective conversations

Person or Persons Responsible:

Principal, Assistant Principals, Curriculum Coaches, Department Chairs and Teachers

Target Dates or Schedule:

Bi-Weekly

Evidence of Completion:

Student performance data, lesson plans, classroom walkthroughs and various forms of observations

Goal #2:

Teachers will teach and utilize literacy skills that address the Common Core philosophy across all content areas.

- Targets Supported**
- Reading
 - Reading - AMO's
 - Reading - FCAT2.0
 - Reading - FAA
 - Reading - Learning Gains
 - Reading - CELLA
 - Reading - Postsecondary Readiness
 - Writing
 - Math
 - Math - Elementary and Middle School
 - Math - Elementary and Middle AMO's
 - Math - Elementary and Middle FCAT 2.0
 - Math - Elementary and Middle FAA
 - Math - Elementary and Middle Learning Gains
 - Math - Middle School Acceleration
 - Algebra 1 EOC
 - Geometry EOC
 - Social Studies
 - U.S. History EOC
 - Civics EOC
 - Science
 - Science - Middle School
 - STEM
 - STEM - All Levels
 - Parental Involvement
 - EWS
 - EWS - Middle School
 - EWS - Graduation

Resources Available to Support the Goal

- Research-based books, articles, graphic organizers, media technology, online tutorials, textbooks, and manipulatives

Targeted Barriers to Achieving the Goal

- Teachers require more training about the grade level targets identified in the Common Core State Standards and the relationship to quality literacy based instruction.
- Teachers require more support in developing a core knowledge base and the understanding of literacy strategies to promote reading and writing instruction that support comprehension.

Plan to Monitor Progress Toward the Goal

Action:

Lesson plans, lesson development and delivery, iObservation reports, teacher and administration conferences, student work and various assessments

Person or Persons Responsible:

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule:

During check point meetings such as, department meetings, data chats, leadership team meetings, and PLCs

Evidence of Completion:

Data analysis reports, action plan of next steps, student work and various assessment results

Action Plan for Improvement

Goal #1:	Teachers will effectively plan and implement student-centered, rigorous instruction to increase student achievement in all content areas.
Barrier #1:	There is a need to provide support in developing and implementing rigorous, student-centered instruction.
Strategy #1 to Overcome the Barrier	Teachers will be provided with on going professional development and support for effective planning and implementation of rigorous instruction.

Step #1 to Implement Strategy #1

Action:

A framework will be developed to guide collaborative planning for all content areas.

Person or Persons Responsible:

Principal, Assistant Principals, Curriculum Coaches, Department Chairs and Teacher Leaders

Target Dates or Schedule:

By October 30th

Evidence of Completion:

The collaborative planning framework

Step #2 to Implement Strategy #1

Action:

The framework will be shared with all stakeholders for feedback using an electronic survey.

Person or Persons Responsible:

Principal, Assistant Principals, Curriculum Coaches, Department Chairs and Teachers Leaders

Target Dates or Schedule:

By November 6, 2013

Evidence of Completion:

PLC minutes and survey feedback

Step #3 to Implement Strategy #1 - PD Opportunity

Action:

Feedback will be utilized to plan and deliver targeted professional development focused on rigorous student-centered instruction.

Person or Persons Responsible:

Principal, Assistant Principals, Curriculum Coaches, Department Chairs and Teacher Leaders

Target Dates or Schedule:

On going professional development

Evidence of Completion:

PLC agendas and minutes

Facilitator:

Administration, External Support, Curriculum Coaches and Department Chairs

Participants:

All teachers

Step #4 to Implement Strategy #1

Action:

All teachers will implement rigorous, student-centered instruction.

Person or Persons Responsible:

All Teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Classroom observations, classroom walkthroughs, student work, surveys and collegial conversations

Step #5 to Implement Strategy #1

Action:

Curriculum Coaches will provide support in implementing rigorous, student-centered instruction.

Person or Persons Responsible:

Curriculum Coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Coaching logs, teacher feedback, observations and collegial conversations

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

Action:

Conduct classroom walkthroughs, observations, lesson plan reviews and data chats

Person or Persons Responsible:

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule:

On going

Evidence of Completion

Coaching logs, iObservation reports, lesson plans, student work and reflection logs

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

Action:

Analysis of student work and assessments

Person or Persons Responsible:

Principal, Assistant Principals, Curriculum Coaches, Department Chairs and Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data analysis reports, action plan of next steps and student performance results

Goal #1:	Teachers will effectively plan and implement student-centered, rigorous instruction to increase student achievement in all content areas.
Barrier #2:	Teachers will utilize the Balanced Literacy approach to model and support literacy in the content areas that promote student-centered rigorous instruction.
Strategy #1 to Overcome the Barrier	Teachers will receive differentiated support and professional development on the gradual release model known as the Balanced Literacy approach to quality student-centered instruction.

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

Action:

Analysis and monitoring of lesson plans and the lesson plan delivery process, along with student work

Person or Persons Responsible:

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule:

On going

Evidence of Completion:

Classroom walkthroughs, lesson plans, lesson delivery, student work and various assessments

Facilitator:

Members of the Leadership Team

Participants:

All Teachers

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

Action:

Lesson plans, lesson plan development and delivery and student work

Person or Persons Responsible:

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule:

During scheduled check point meetings such as, tiered conferences, data chats, department meetings and PLCs

Evidence of Completion

Lesson plans, iObservation reports, student work and various informal and formal assessment results

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

Action:

Lesson plans, teacher conferences and reflection and delivery of the instruction process

Person or Persons Responsible:

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule:

On going

Evidence of Completion:

Lesson plans, various assessment results and student work

Goal #2:	Teachers will teach and utilize literacy skills that address the Common Core philosophy across all content areas.
Barrier #1:	Teachers require more training about the grade level targets identified in the Common Core State Standards and the relationship to quality literacy based instruction.
Strategy #1 to Overcome the Barrier	Teachers will participate in the study of rigor through a collaborative analysis process during scheduled PLCs.

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

Action:

Effective lesson planning, pacing and lesson delivery, higher order questioning, academic vocabulary and individual student goals

Person or Persons Responsible:

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule:

Daily and also during scheduled check point meeting such as, data chats, PLCs, and department meetings

Evidence of Completion:

FCAT and BAT assessments, Study Island reports, bi-weekly assessments, student work and other forms of formative assessments

Facilitator:

Assistant Principals, External District and State Level Support Staff, Curriculum Coaches and Department Chairs

Participants:

All Teachers

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

Action:

Conduct classroom walkthroughs, observations, lesson plan reviews and data chats

Person or Persons Responsible:

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule:

Daily and during check point meeting such as, one-on-one teacher level conferences, data chats, PLCs and department meetings

Evidence of Completion

FCAT and BAT assessments, Study Island reports, bi-weekly assessments, student work and other forms of formative assessments

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

Action:

Analysis of student work, iObservation reports, teacher and administration conferences and various assessments

Person or Persons Responsible:

Principal, Assistant Principal, Curriculum Coaches and Department Chairs

Target Dates or Schedule:

On going

Evidence of Completion:

Data analysis reports, action plan of next steps, Study Island reports and student work

Goal #2:	Teachers will teach and utilize literacy skills that address the Common Core philosophy across all content areas.
Barrier #2:	Teachers require more support in developing a core knowledge base and the understanding of literacy strategies to promote reading and writing instruction that support comprehension.
Strategy #1 to Overcome the Barrier	Teachers will be trained how to assess and benchmark prerequisite Common Core skills and strategies.

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

Action:

Analysis of current teacher performance data and student work will be utilized to plan and deliver targeted professional development focused on rigorous student-centered instruction.

Person or Persons Responsible:

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule:

On going

Evidence of Completion:

Lesson plans, lesson plan delivery, various data and also student work samples

Facilitator:

Assistant Principals, External State and District Level Support, Curriculum Support and Department Chairs

Participants:

All Teachers

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

Action:

Lesson plans, lesson delivery process, teacher and support level conferences and student assessment results

Person or Persons Responsible:

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule:

During check point meetings such as, data chats, teacher and administration conferences, department meetings and PLCs.

Evidence of Completion

The incorporation of the Common Core State Standards into the assessment process, student work and formal and informal observations by coaches, department chairs and administration

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

Action:

Lesson plans, lesson delivery and student work

Person or Persons Responsible:

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule:

On going

Evidence of Completion:

Various student assessment results

Coordination and Integration

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

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

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

Utilizing Title 1 funding, it is the goal of McNicol Middle School to coordinate and integrate programs and services that speak to the needs of all students, but particularly those who are low achieving or fall under Title 1-C, D, Title III and Title VI status. Programs such as McNicol's R.A.I.S.E the Bar, a male mentor program, and our Positive Behavior Initiative, are direct outgrowth of our Title 1 funds. These programs speak to the academic, social and emotional needs of our students by identifying both internal and external services and resources that will promote continuous communication between stakeholders and the learning that needs to take place for our students. Likewise, Title 1 funds support training and other professional development needs for our teachers, parents and the community. These are integrated into our daily instruction, our afterschool and extended instructional offerings, SAC, SAF, and PTSA programs, and are therefore foundational pieces within the School Improvement Plan.

Professional Development

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals:

Goal #1: Teachers will effectively plan and implement student-centered, rigorous instruction to increase student achievement in all content areas.

Barrier #1: There is a need to provide support in developing and implementing rigorous, student-centered instruction.

Strategy #1: Teachers will be provided with on going professional development and support for effective planning and implementation of rigorous instruction.

Action Step #3: Feedback will be utilized to plan and deliver targeted professional development focused on rigorous student-centered instruction.

Facilitator leader

Administration, External Support, Curriculum Coaches and Department Chairs

Participants

All teachers

Target dates or schedule

On going professional development

Evidence of Completion and Person Responsible for Monitoring

PLC agendas and minutes

(Person Responsible: Principal, Assistant Principals, Curriculum Coaches, Department Chairs and Teacher Leaders)

Barrier #2: Teachers will utilize the Balanced Literacy approach to model and support literacy in the content areas that promote student-centered rigorous instruction.

Strategy #1: Teachers will receive differentiated support and professional development on the gradual release model known as the Balanced Literacy approach to quality student-centered instruction.

Action Step #1: Analysis and monitoring of lesson plans and the lesson plan delivery process, along with student work

Facilitator leader

Members of the Leadership Team

Participants

All Teachers

Target dates or schedule

On going

Evidence of Completion and Person Responsible for Monitoring

Classroom walkthroughs, lesson plans, lesson delivery, student work and various assessments

(Person Responsible: Principal, Assistant Principals, Curriculum Coaches and Department Chairs)

Goal #2: Teachers will teach and utilize literacy skills that address the Common Core philosophy across all content areas.

Barrier #1: Teachers require more training about the grade level targets identified in the Common Core State Standards and the relationship to quality literacy based instruction.

Strategy #1: Teachers will participate in the study of rigor through a collaborative analysis process during scheduled PLCs.

Action Step #1: Effective lesson planning, pacing and lesson delivery, higher order questioning, academic vocabulary and individual student goals

Facilitator leader

Assistant Principals, External District and State Level Support Staff, Curriculum Coaches and Department Chairs

Participants

All Teachers

Target dates or schedule

Daily and also during scheduled check point meeting such as, data chats, PLCs, and department meetings

Evidence of Completion and Person Responsible for Monitoring

FCAT and BAT assessments, Study Island reports, bi-weekly assessments, student work and other forms of formative assessments

(Person Responsible: Principal, Assistant Principals, Curriculum Coaches and Department Chairs)

Barrier #2: Teachers require more support in developing a core knowledge base and the understanding of literacy strategies to promote reading and writing instruction that support comprehension.

Strategy #1: Teachers will be trained how to assess and benchmark prerequisite Common Core skills and strategies.

Action Step #1: Analysis of current teacher performance data and student work will be utilized to plan and deliver targeted professional development focused on rigorous student-centered instruction.

Facilitator leader

Assistant Principals, External State and District Level Support, Curriculum Support and Department Chairs

Participants

All Teachers

Target dates or schedule

On going

Evidence of Completion and Person Responsible for Monitoring

Lesson plans, lesson plan delivery, various data and also student work samples

(Person Responsible: Principal, Assistant Principals, Curriculum Coaches and Department Chairs)

Budget

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Total

	\$0	\$0
Total	\$0	\$0

Budget Detail

Goal #1: Teachers will effectively plan and implement student-centered, rigorous instruction to increase student achievement in all content areas.

Barrier #2: Teachers will utilize the Balanced Literacy approach to model and support literacy in the content areas that promote student-centered rigorous instruction.

Strategy #1: Teachers will receive differentiated support and professional development on the gradual release model known as the Balanced Literacy approach to quality student-centered instruction.

Action Step #1: Analysis and monitoring of lesson plans and the lesson plan delivery process, along with student work

Resource Type Evidence-Based Program

Resource

Funding Source

Amount Needed

Goal #2: Teachers will teach and utilize literacy skills that address the Common Core philosophy across all content areas.

Barrier #1: Teachers require more training about the grade level targets identified in the Common Core State Standards and the relationship to quality literacy based instruction.

Strategy #1: Teachers will participate in the study of rigor through a collaborative analysis process during scheduled PLCs.

Action Step #1: Effective lesson planning, pacing and lesson delivery, higher order questioning, academic vocabulary and individual student goals

Resource Type Evidence-Based Program

Resource

Funding Source

Amount Needed

Barrier #2: Teachers require more support in developing a core knowledge base and the understanding of literacy strategies to promote reading and writing instruction that support comprehension.

Strategy #1: Teachers will be trained how to assess and benchmark prerequisite Common Core skills and strategies.

Action Step #1: Analysis of current teacher performance data and student work will be utilized to plan and deliver targeted professional development focused on rigorous student-centered instruction.

Resource Type Evidence-Based Program

Resource

Funding Source

Amount Needed