

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: 1801 - Calvin A. Hunsinger School
District: 52 - Pinellas
Principal: Douglas E. Keimig
SAC Chair: John Ficca
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/28/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	1863 N BETTY LN Clearwater, FL 33755	1863 N BETTY LN Clearwater, FL 33755
Phone Number:	727-469-4260	
Web Address:	http://www.hunsinger.pinellas.k12.fl.us	
Email Address:	1801.principal@pcsb.org	

School Type:	Combination School
Alternative:	No
Charter:	No
Title I:	No
Free/Reduced Lunch:	<i>[Data Not Available]</i>
Minority:	<i>[Data Not Available]</i>
School Grade History:	

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 Calvin A. Hunsinger School	
Principal's name Douglas E. Keimig	
School Advisory Council chair's name John Ficca	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Chris Ehlers	Elementary Team Leader
Tara Chaisson	Middle School Team Leader
Mary Canning	High School Team Leader
Nicole Blair	Specialists Team Leader
Maryann Phillips	School Based Mental Health
Jody Cohenour	Academic Intervention Support
District-Level Information	
District Pinellas	
Superintendent's name Dr. Michael A Grego	
Date of school board approval of SIP 09/24/2013	
School Advisory Council (SAC)	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
Describe the membership of the SAC including position titles	
The SAC committee is made up of the principal, a chairman, representatives from the community, parents, instructional and support staff.	
Describe the involvement of the SAC in the development of this school improvement plan	
The School Advisory Committee supports the development of the SIP through providing input and oversight of the entire document. A SAC meeting is held to review and recommend improvements for the SIP.	
Describe the activities of the SAC for the upcoming school year	
The SAC will develop a budget to support the goals of the SIP. In particular, the SAC will focus on the reading, writing and math goals of the SIP.	
Describe the projected use of school improvement funds and include the amount allocated to each project	
The SAC will use all its funds to support the goals of the SIP.	
Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below	
In Compliance	
If no, describe the measures being taken to comply with SAC requirements	
Highly Qualified Staff	

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

Administrators

Administrators 2

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

Administrator Information:

Douglas E. Keimig

Principal

Years as Administrator: 8

Years at Current School: 0

Credentials

Performance Record

Heidi D'Ambrosio

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

Performance Record

Instructional Coaches

Instructional Coaches 1

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

Instructional Coach Information:

TBD

Full-time / District-based

Years as Coach:

Years at Current School:

Areas

Reading/Literacy

Credentials

Performance Record

Classroom Teachers

of classroom teachers 34

receiving effective rating or higher 100, 294%

Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 294%

certified in-field, pursuant to Section 1012.2315(2), F.S. 80, 235%

ESOL endorsed 20, 59%

reading endorsed 20, 59%

with advanced degrees 39, 115%

National Board Certified 2, 6%

first-year teachers 10, 29%

with 1-5 years of experience 16, 47%

with 6-14 years of experience 33, 97%
with 15 or more years of experience 39, 115%
Education Paraprofessionals
of paraprofessionals 3
Highly Qualified, as defined in 20 U.S.C. § 6319(c) 100, 3333%
Other Instructional Personnel
of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 6
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).</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 principal is ultimately responsible for recruitment and retention of highly qualified teachers. The strategies for this include: 1) Proactively determining units, needs and potential vacancies 2) Using Human Resources to identify potential candidates 3) Creating a climate that is positive, safe, and supportive to employees so they will remain at an EBD center 4) Using professional learning to promote a work environment that promotes retention 5) Staff Appreciation Activities/Morale Committee 6) Informative/Interactive Website and Newsletter</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).</p>
<p>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities The Lead Mentor is Chris Ehlers. She has performed this role for several years. Pairings are made with highly effective content area teachers matched with new teachers needing a mentor. Activities include a monthly meeting in which teachers learn new strategies, reflect on their practice and in a PLC where needs can be shared and addressed. We follow the district's research based mentor model. Additional school-based mentors are Ginande Jester and Mary Canning.</p>
<p>Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti) This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</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 The school employs several teams to monitor the SIP, implement MTSS systems and promote student achievement:</p> <ol style="list-style-type: none"> 1) School Based Leadership Team: Monitors core instruction and teacher support systems 2) Administrative Team: Resource allocation, coordination of all teams 3) Leading the Learning Cadre: Teacher support systems 4) Literacy Leadership Team: Teacher support systems 5) Child Study Team: Small group and individual student needs

6) PLC's: Teacher support systems, small group and individual student needs
Teams meet monthly after student dismissal.

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

Each member of the School Based Leadership Team helps monitor the SIP goals. The principal facilitates the monthly meetings in which SIP goals are addressed through progress monitoring and updates.

Department Chairs:

Elementary/ Chris Ehlers

Middle School /Tara Chaisson

High School/ Mary Canning

School Based Mental Health/ Maryann Phillips

Academic Intervention Team/ Jody Cohenour

Specialists/ Nicole Blair

Reading/TBD (Instructional Coach)

Heidi D'Ambrosio, Assistant Principal

Douglas Keimig, Principal

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

Each SIP goal is monitored by a the entire SBLT. Each initiative has a progress monitoring tool that accompanies the goal. Florida Achieves will be implemented this school year.

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)

Baseline and progress monitoring data sources are embedded within each goal below (i.e. FAIR, FCAT, Common Assessments and Focus Data for discipline. Florida Achieves will be utilized this school year and students will be taught to monitor their own progress toward each learning goal.

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

Staff are involved in the development and implementation of the MTSS process through PLC's, and monthly trainings as part of extended faculty meetings throughout the year. Reading Coach and administrators will be monitoring the use of data to drive instructional strategies(Florida Achieves).

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students**Minutes added to school year:** 110**Strategy Purpose(s)**

Instruction in core academic subjects

Strategy Description

Our school has an Extended Learning Plan that includes credit recovery, enrichment and tutoring: See below.

1) After School Remedial/Tutorial made up of small groups or one to one instruction. This would be funded by ELP/Title 1 funds.

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

2) EOC Review Progress Checks which would take place in November, December, and April.

Who is responsible for monitoring implementation of this strategy?

3) Title 1 Academic Support in reading and writing which would consist of daily pullouts of small groups or one to one of Level L1 & L2 students. This would be funded by Title 1.

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

Name	Title
Stephanie Sagan, Middle School Reading	Mary Canning, High School Reading Teacher
Beverly Brown, Media Information Specialist	Douglas Keimig, Principal
Chris Ehlers, Elementary Self Contained Teacher	Reading Coach, TBD

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

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

* Support for text complexity

* Support for instructional skills to improve reading comprehension

~Ensuring that text complexity, along with close reading and rereading of texts is central to lesson

~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 research and writing opportunities

~Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and

Technical Subjects (a focus on text, task, and instruction.

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

Assisting teachers in support of:

~Increasing instructional rigor

~Assisting students in guiding and tracking their progress toward each learning goal.

~Implementing initiatives for all students in grades 6-12 in the areas of transition and self determination skills.

Every Teacher Contributes to Reading Instruction

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

Each teacher is expected to contribute to reading growth. This is monitored through lesson plans, school walk-throughs, the Instructional Support Model and the teacher appraisal. Support is provided through coaching, professional development, encouraging creativity in support of the CCSS, and immediate feedback from classroom walkthroughs.

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).

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

Students are provided with an array of course offerings that teach applicable skills directly relating to various post-secondary training. Teachers use a daily common board configuration to identify learning goals for students and how it is relevant in their daily lives. ESE transition services provide interagency networking for community agencies and services. Transition goals are included in the Individual Education Plans.

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

The VE Specialists and Assistant Principal meet with students individually and in small group settings to provide guidance for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year. Students met with VE Specialist individually each year to identify and request courses for the upcoming school year. VE Specialist and Assistant Principal also conduct credit checks each year, with multiple meetings each year as students progress through high school. In grades 6-12 transition and self determination skills are taught as part of their academic day.

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

The School Based Leadership Team analyzes individual student data frequently to determine strengths, weaknesses and to address academic concerns. Strategies used to increase post secondary readiness for our ESE student population include: implementation and increased participation in ACT exams, improved articulation with vocational rehabilitation, and participation in community partnerships. In grades 6-12 transition and self determination skills are part of their academic day.

Expected Improvements

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

Area 1: Reading**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	18%	No	44%
American Indian		0%		
Asian		0%		
Black/African American	30%	12%	No	37%
Hispanic		0%		
White	42%	25%	No	48%
English language learners		0%		
Students with disabilities	38%	18%	No	44%
Economically disadvantaged	40%	9%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	7%	10%
Students scoring at or above Achievement Level 4	68	3%	5%

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>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		85%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	68	38%	40%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		0%

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)	<i>[data excluded for privacy reasons]</i>		0%
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>		0%
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>		0%

Postsecondary Readiness				
	2012 Actual #	2012 Actual %	2014 Target %	
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	0%	
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	19	0%	10%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	100%	
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	31%	16%	No	38%
American Indian				
Asian				
Black/African American	30%	15%	No	37%
Hispanic				
White	32%	19%	No	39%
English language learners				
Students with disabilities	31%	16%	No	38%
Economically disadvantaged	33%	18%	No	40%
High School Mathematics				
Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA				
Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	31%	10%	No	38%
American Indian				
Asian				
Black/African American	30%	0%	No	37%
Hispanic				
White	32%	10%	No	39%
English language learners				
Students with disabilities	31%	10%	No	38%
Economically disadvantaged	33%	11%	No	40%

Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		20%
Students scoring at or above Level 7	[data excluded for privacy reasons]		10%
Learning Gains			
	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	[data excluded for privacy reasons]		10%
Students in lowest 25% making learning gains (EOC)	[data excluded for privacy reasons]		10%
Postsecondary Readiness			
	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	[data excluded for privacy reasons]		0%
Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		10%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		10%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%
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	[data excluded for privacy reasons]		20%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%
High School Science			
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Biology I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%
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)	0		10
Participation in STEM-related experiences provided for students	0	0%	10%
High Schools			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%
Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%
Area 7: Social Studies			
U.S. History End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	17	63%	50%
Students in ninth grade with one or more absences within the first 20 days	6	60%	55%
Students in ninth grade who fail two or more courses in any subject	7	70%	65%
Students with grade point average less than 2.0	21	77%	72%
Students who fail to progress on-time to tenth grade	7	70%	65%
Students who receive two or more behavior referrals	27	100%	95%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	10	37%	32%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	13	20%	5%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	10%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	1	10%	20%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	3	30%	40%

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

The mission of the Parental Involvement Program at Calvin Hunsinger School is to create a collaborative setting where parents, teachers, families and students join together to promote, improve, and celebrate academic achievement. The ultimate goal is to produce productive citizens in society. This will be provided through trainings, conferences, and various activities for parental involvement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Annual Title One Parent Meeting	na	na%	30%
Hunsinger Highlights	na	na%	30%
Parent/Teacher Conferences	na	na%	30%
Book Brunch	na	na%	30%
Citizen of the Month	na	na%	30%

Area 10: Additional Targets**Description of additional targets**

We would like our students and parents to participate in Battle of the Books and The Jim Harbin Awards. The Battle of the Books is a statewide program that promotes reading literacy through recreational reading. The Jim Harbin Awards are a multi-media statewide program that encourages reading and writing.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Battle of the Books	na	na%	40%
Jim Harbin Awards	na	na%	30%

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).

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

This is our first year as a Title One School. The funds will be used to hire additional staff and classroom resources to increase student reading gains. Two reading paraprofessionals will be hired to work with students on an individual basis as well as small group instruction. Additional classroom resource materials will be purchased in order to support the reading curriculum.

The funds will also be used to support parental involvement, to include reading activities, Hunsinger Highlights, and trainings for FOCUS. FOCUS is our telecommunication system which allows parents access to their student's grades, and academic progress. This program also allows parents to access resources from the school, county, and state in order to provide their students with the research tools to promote highest student achievement.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

Goal #6: Increase Reading scores to 40% of students achieving at level 3 and above on FCAT; increasing students scoring at or above level 4,5,6 on the Florida Alternative Assessment by 20% and; increasing students scoring at level 7 on the Florida Alternative Asses

Barrier #1: - Lack of differentiation of instruction, student behavior and engagement

Strategy #1: - Identify Level 1 and Level 2 students needing reading remediation, Utilize Literacy/ Reading Coach - The core instructional strategies included in our action plans are: providing in-class modeling and coaching on a frequent basis with an on campus reading coach available during instructional time; utilizing data to for progress monitoring learning gains, differentiate and scaffolding of instruction; utilizing research-based strategies in core instruction (e.g., Gradual Release, Text Dependent Questioning, Common Board configurations with Essential Questions, Student Self Rubrics of Understanding Learning Goals, Collaboration); and utilizing self determination training to help ESE students advocate for themselves. -The professional development efforts include the use of the literacy team to train and guide teachers in differentiating, scaffolding instruction especially in the areas of reading and writing, gradual release model of instruction, and more frequent progress monitoring of learning gains. Teaching certifications specific to the areas they are teaching and reading endorsements will be part of their Individual Professional Development Plans.

Action Step #1: - Reorganize reading teacher and student schedules to best serve the needs of students, including back to back Reading and reading infused American History classes for 9th grade students, and organizing middle school teachers by subject specification in middle school to build depth of teacher knowledge. - Ensure that all students are prepared for the FCAT Reading Exam. - Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction. - Teachers facilitate effective classroom activities and tasks that elicit evidence of learning. - Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle. - Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points. - Utilize Florida Achieves as an ongoing progress monitoring tool in all reading classes. -Utilize Scholastic Reading Inventory (SRI) monthly and have students self monitor the results for awareness of reading gains.

Facilitator leader**Participants**

Classroom teachers, literacy coach

Target dates or schedule

Ongoing throughout the school year

Evidence of Completion and Person Responsible for Monitoring

EDS reports, FAIR data, Common Assessments, FCIM lessons, progress monitoring. Conduct professional development on data points for all subgroups. Conduct Data Chats with all students so that they know current reading level and set goals for improvement.

(Person Responsible: Classroom teachers, literacy coach)

Appendix 2: Budget to Support School Improvement Goals**Budget Summary by Goal**

Goal	Description	Total
Goal #10	Increase parent involvement hours by 30% representing 50% of our parent population. Close the achievement gap between Black and non-black students to our AMO 2014 targets;	\$4,000
	Total	\$4,000

Budget Summary by Resource Type and Funding Source

Resource Type	Other	Total
Federal funds	\$4,000	\$4,000
Total	\$4,000	\$4,000

Budget Detail

Goal #10: Increase parent involvement hours by 30% representing 50% of our parent population. Close the achievement gap between Black and non-black students to our AMO 2014 targets;

Barrier #1: - Socio/economic disadvantages - Lack of transportation - Lack of parent engagement - The parent involvement efforts are a challenge for our school as many parents work during the school day or lack transportation to get to our school. This is the first year that Calvin Hunsinger School qualifies as Title One School and will follow the Parent Involvement Plan under this initiative.

Strategy #1: - Increase communication through parent connect, monthly newsletters, parent/teacher conferences and various student/parent activities. - As a strategy to increase volunteer hours, the school is hosting evening meetings featuring student led conferencing, parent strategies to support academics with certified instructors, and other various activities supporting reading and writing at home.

Action Step #1: - Positive behavior supports are in place in the form of an effective School Wide Behavior Plan, Social Workers to communicate with families to stay current and relevant. - Content materials are differentiated by student; interest, prior knowledge of content, cultural background, academic skill level. - Content materials are appropriately scaffold to meet the needs of diverse learners. - Content instructional delivery are appropriately delivered to meet the needs of diverse learners. - Students are provided opportunities to demonstrate or express knowledge and understanding in different ways.

Resource Type	Other
Resource	Title One Funding
Funding Source	Federal funds
Amount Needed	\$4,000