

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: 1081 - Dunedin High School
District: 52 - Pinellas
Principal: Reuben Hepburn C
SAC Chair: Marge Siemon
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/08/2013
Last Modified on: 10/28/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	1651 PINEHURST RD Dunedin, FL 34698	1651 PINEHURST RD Dunedin, FL 34698
Phone Number:	727-469-4100	
Web Address:	http://www.dhs.pinellas.k12.fl.us	
Email Address:	1081.principal@pcsb.org	

School Type:	High School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	47%			
Minority:	35%			
School Grade History:	<u>2012-13</u> PENDING	<u>2011-12</u> B	<u>2010-11</u> B	<u>2009-10</u> B

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 Dunedin High School	
Principal's name Reuben Hepburn C	
School Advisory Council chair's name Marge Siemon	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Robert Allen	Assistant Principal
Michael Anderson	Instructional Staff
Michael Awe	Instructional Staff
Gail Barrett	Instructional Staff
Amy Canavan	Instructional Staff
Michele Diaz	Assistant Principal
John Eberts	Instructional Staff
Valencia Gore	Assistant Principal
Wendy Hutkin	Instructional Staff
Sharon McDonald	Instructional Staff
Laura Mudd	Instructional Staff
Paul Peppers	Instructional Staff
Steve Plummer	Assistant Principal
Frederick Schock	Instructional Staff
Jeff Sellers	Instructional Staff
Milicent Tibma	School Psychologist
Shelli August	School Social Worker
Reuben Hepburn	Principal
District-Level Information	
District Pinellas	
Superintendent's name Dr. Michael A Grego	
Date of school board approval of SIP 09/08/2013	
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 members of Dunedin High School are composed of the principal and an appropriately balanced number of teachers, support staff employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.	
Describe the involvement of the SAC in the development of this school improvement plan	

The SAC members of Dunedin High School work in collaboration with the school administrator and the SBLT Team to develop the School Improvement Plan. The final draft of the School Improvement Plan is presented to SAC at the first SAC meeting of the school year. During this meeting SAC members review and approve the final document prior to submission to the state. Additionally, SAC will review the School Improvement Plan progress at mid-year, and end of year.

Describe the activities of the SAC for the upcoming school year

SAC meets monthly to provide support and advisement to the principal related to the operation of the school. Information and school data is shared with the SAC members to keep them informed related to the school's and students' overall performance. Sharing school-wide data with SAC members allows for the principal and SAC members to make decisions driven by data. This is done to better serve our students, families and community. Also, SAC funds requests by staff members for classroom projects or expenses related to professional development.

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

The SAC will use it's nearly \$7,000 in funds to support the goals of the SIP. Funds will be allocated to the College enrichment program such ACT, SAT, FCAT and PERT test preparation courses that will take place outside of the regular school day (\$2500), the Back on Track and after school academic support programs (\$2500) and the remaining funds will be used for teacher mini grants aligned the SIP Goals. The SAC will be particularly involved in the College and Career Readiness 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 5

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

Administrator Information:

Reuben Hepburn C

Principal

Years as Administrator: 8

Years at Current School: 4

Credentials

M.Ed. Educational Leadership, School Principal & Social Studies Certification

Performance Record

Increased reading learning gains by 5%. Increased annual learning gains of the lowest 25% in reading by 10%. The school has maintained a school grade of a "B" over the past three (3) years.

Michele Diaz		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	M.Ed. Leadership K-12 & Elementary Education	
Performance Record	Increased reading learning gains by 5%. Increased annual learning gains of the lowest 25% in reading by 10%. The school has maintained a school grade of a "B" over the past three (3) years.	
Valencia Gore		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	Ed. S. Ed. Leadership Sch. Principal & Soc. St.	
Performance Record	Increased reading learning gains by 5%. Increased annual learning gains of the lowest 25% in reading by 10%. The school has maintained a school grade of a "B" over the past three (3) years.	
Robert Allen		
Asst Principal	Years as Administrator: 16	Years at Current School: 7
Credentials	Ed. S. Ed. Leadership Sch. Principal & Soc. St.	
Performance Record	Increased reading learning gains by 5%. Increased annual learning gains of the lowest 25% in reading by 10%. The school has maintained a school grade of a "B" over the past three (3) years.	
Steve Plummer		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	M.Ed. Leadership Business Ed.	
Performance Record	Increased reading learning gains by 5%. Increased annual learning gains of the lowest 25% in reading by 10%. The school has maintained a school grade of a "B" over the past three (3) years.	
Instructional Coaches		
# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		

Pamela Faraji		
Part-time / District-based	Years as Coach: 6	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	B.A. English Journalism, Language Arts 6-12	
Performance Record	Increased reading learning gains by 5%. Increased annual learning gains of the lowest 25% in reading by 10%. The school has maintained a school grade of a "B" over the past three (3) years.	
Classroom Teachers		
# of classroom teachers 72		
# receiving effective rating or higher 5, 7%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 99%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 71, 99%		
# ESOL endorsed 13, 18%		
# reading endorsed 10, 14%		
# with advanced degrees 27, 38%		
# National Board Certified 5, 7%		
# first-year teachers 3, 4%		
# with 1-5 years of experience 15, 21%		
# with 6-14 years of experience 25, 35%		
# with 15 or more years of experience 27, 38%		
Education Paraprofessionals		
# of paraprofessionals 12		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 12, 100%		
Other Instructional Personnel		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals		
# receiving effective rating or higher		
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>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.</p> <p>The principal is ultimately responsible for recruitment and retention of highly qualified teachers. The strategies for this include:</p> <ul style="list-style-type: none"> -Proactively determining units, needs and potential vacancies -Using HR resources to identify potential candidates 		

- Creating a climate that is positive and that encourages employees to remain at Dunedin High School
- Regular meetings with new teachers and mentors
- Using professional learning to promote a working environment that promotes retention

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).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities

All first year teachers and teachers that are new to Dunedin High School have a mentor assigned for the school year. New teachers and mentors are paired based on the department or based on their proximity to each others' classroom. Mentoring includes daily discussions for the first two week, bi-weekly meetings for the first semester, new teacher mentoring meetings once per month with scheduled agenda of items to cover, other individual meetings and discussions are scheduled and/or held as necessary.

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).

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

School improvement goals will be identified based on the analysis of school wide data. Staff members will take a collective approach to review and analyze the school-wide data. After careful analysis of the data, staff members will identify the gaps in performance and apply problem solving strategies to address the identified gaps. Selected members of the MTSS, staff members, school administrators and the principal will meet to prepare goals for the SIP and action steps to address the gaps in performance. The goals and action steps will then be written into the SIP. The MTSS team will outline actions for the maintenance of SIP goals in coordination with staff. Based on the needs determined by the analysis of student data the MTSS team will develop a resource map to assist PLC's with guiding instructional and behavioral strategies and interventions.

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

The principal's vision for the school serves as the focal point for continuous change and improvement. Reviewing the school-wide data with the administrative team, SBLT Team, department chairs, and staff allows for the entire school staff to provide input as it relates to data driven decisions to address the gaps in performance. The MTSS/SBLT Team is comprised of school administrators, department chairs, school psychologist, school social workers, guidance counselors and the principal. The School Based Leadership Team members reviews the input and suggestions collected by staff members with the intent of developing goals and action steps to be implemented in the SIP.

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

Selected members of the MTSS/SBLT Team will meet to prepare goals for the SIP with the principal who will bring the drafted SIP to the SAC in September. The MTSS team will outline actions for the maintenance of SIP goals in coordination with staff. Based on the needs determined by the analysis of student data the MTSS team will develop a resource map to assist PLC's with guiding instructional and behavioral strategies and interventions.

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)

Florida Assessment for Instruction in Reading (FAIR) will be used as universal screening in reading across grade levels. Glencoe writing assessments will be used for progress monitoring in Writing, and the Edusoft assessment tool will be used for Science and Math universal screening data. FCAT 2.0 or end of course (EOC) exams will be utilized to provide summary data at respective grade level courses. PCS Focus/Portal will be used to manage student data school-wide; disciplinary referral data will be used as ongoing progress monitoring to measure effectiveness of Tier 1 and Tier 2 behavior interventions.

The MTSS/SBLT team will distribute data results to department PLC's once every six-weeks. Progress reports will be provided to students every third week within a six-weeks grading period which will allow them opportunities to engage in data chats with teachers and guidance counselors. Parents will be informed of data at PTSA and SAC meetings every month.

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

The MTSS team will introduce application of research based interventions and skills during monthly faculty meetings and also during site based professional development days in September, October, February and April. Follow up will occur at subsequent administrative team meetings, MTSS/SBLT meetings, department meetings and cohort leadership team meeting. Administration will ensure that staff members have the time and resources necessary for problem solving and response to intervention activities.

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:****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

Dunedin High School uses an array of after school programs to increase the amount and quality of learning time and support.

The Extended Learning Program is offered after school Monday through Thursday afternoons, and includes course recovery in core academic subjects, as well as course work in both elective and core courses. Additionally, students may take Extended Learning during the summer. We offer summer Extended Learning throughout the month of June. Students may also take Summer Bridge for courses requiring an EOC exam. We offer Summer Bridge in Algebra I, Biology and Geometry. Students may also participate in the Homework Club for tutoring and assistance with the completion of homework assignments. Students needing assistance in Intensive Reading and Advanced Placement courses can obtain assistance in this after school program.

Also, there is the AVID Club. The AVID Club meets after school and serves as resource for AVID students to come together and study for their rigorous courses. AVID students are typically in the academic middle "B and C students" who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are in need of additional support during and after school.

Teachers are given opportunities to collaborate and plan together. The school offers two Demonstration Day activities where teachers can observe model lessons by teachers. We will also have a Student Day. This is a day where students will demonstrate how they are using the strategies such as how gradual release is being used.

Back on Track is an after school program focusing on academic support for students failing a course within a grading period. Students may attend this program by invitation only, based on recommendation by a classroom teacher. This program provides time after school for students to work with faculty members and student tutors to complete class work and homework assignments while reinforcing in-class learning.

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

Data is collected at the end of each of grading period to determine the number of students failing courses. Students that are failing courses are targeted for additional assistance after school. A team consisting of assistant principals, guidance counselors and teachers connect with parents to share the resources available to students for course completion.

Who is responsible for monitoring implementation of this strategy?

A team consisting of assistant principals, guidance counselors and teachers.

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

Name	Title
Valencia Gore	Assistant Principal
Wendy Hutkin	Teacher
Gail Barrett	Teacher
Kanen Montgomery	Teacher
Pamela Faraji	Literacy Instructional Coach
Rebeka Kershaw	Teacher

<p>Brenda May Linda Truelson Meredith Cappel</p>	<p>Teacher Teacher Teacher</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes, roles, functions) The Literacy Leadership Team at Dunedin High School meets on a monthly basis. The team is comprised of a cross section of content area teachers and administrators. The teams function is to work collaboratively with administration, classroom, reading intervention teachers, and content area teachers to increase the percentage of students who are proficient readers and to decrease the need for reading intervention in our high school. Improve student achievement through collaborative data driven planning and instruction. We will also systematically engage students through strategic scaffolding text understanding, complex questioning strategies through inactive comprehension instruction, extended discussion base on text reading and extended writing to support comprehension.</p>	
<p>What will be the major initiatives of the LLT this year? Support for text complexity - Support for instructional skills to improve reading comprehension - Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects - Provide support to classroom teachers with the implementation of Common Core State Standards - Provide Professional Development training to teachers requesting assistance with implementation of literacy strategies for the classroom</p>	
<p>Every Teacher Contributes to Reading Instruction</p>	
<p>Describe how the school ensures every teacher contributes to the reading improvement of every student The school's Literacy Leadership Team was established to increase the use of literacy strategies in all content areas. The Team is composed of a cross section of faculty members that act as liaisons to help grow department wide literacy strategies in all classrooms - The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies. - Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.</p>	
<p>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).</p>	
<p>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 have applicable skills directly relating to various post-secondary training. All students can choose from a wide variety of courses that incorporate relevance to their future Applied and integrated courses are found extensively in our schools' Center of Excellence program. Within the Center of Excellence, students are required to take multiple integrated courses each year Teachers use a daily common board configuration to identify learning targets for students and how it is relevant in their daily lives</p>	

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?

Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year

Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as students progress through high school

Students have the ability to take a transitions course into and out of high school where transition skills are developed and career planning takes place

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 SBLT and the Administrative Team analyzes the High School Feedback Report to determine strengths, weaknesses and problem solving gaps in data. Since the data is lagging by two years, it is sometimes difficult to quickly affect change. Some current and previous strategies used to increase postsecondary readiness include: implementation and increased use of the AVID program; increased participation in advanced coursework; establishment and expansion of Centers of Excellence; increased participation in ACT, PERT, and SAT exams; improved articulation with local colleges and postsecondary institutions; and participation in partnerships with St. Petersburg College

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	58%	48%	No	63%
American Indian				
Asian	90%		No	91%
Black/African American	37%		No	43%
Hispanic	48%		No	54%
White	66%		No	69%
English language learners				
Students with disabilities	41%		No	47%
Economically disadvantaged	50%		No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		23%	30%
Students scoring at or above Achievement Level 4		17%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		64%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		72%	80%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

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.		70%	90%	
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		69%	80%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		27%	35%	
Area 3: Mathematics				
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	44%	62%	Yes	50%
American Indian				
Asian				
Black/African American	29%	35%	Yes	36%
Hispanic	39%	52%	Yes	45%
White	51%	70%	Yes	56%
English language learners				
Students with disabilities	41%	29%	No	47%
Economically disadvantaged	40%	52%	Yes	46%
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>	80%	
Learning Gains				
	2012 Actual #	2012 Actual %	2014 Target %	
Students making learning gains (EOC and FAA)		64%	70%	
Students in lowest 25% making learning gains (EOC)	63	63%	70%	
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.	148	57%	70%	

Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	30%	35%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		5%
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	146	63%	66%
Students scoring at or above Achievement Level 4	49	21%	25%
Area 4: Science			
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	77	31%	37%
Students scoring at or above Achievement Level 4	35	14%	20%
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)			
Participation in STEM-related experiences provided for students			
High Schools			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses Students taking CTE industry certification exams Passing rate (%) for students who take CTE industry certification exams CTE program concentrators CTE teachers holding appropriate industry certifications			
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 Students in ninth grade with one or more absences within the first 20 days Students in ninth grade who fail two or more courses in any subject Students with grade point average less than 2.0 Students who fail to progress on-time to tenth grade Students who receive two or more behavior referrals Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			
Graduation			
	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S. 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) Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			
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			
Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets			
Description of additional targets			
Specific Additional Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

Goal #2:

To increase the number of students making learning gains in Reading to 70%.

Goal #3:

The percentage of students in the lowest 25% making learning gains in reading to 80%.

Goal #4:

Increase the percentage of students scoring achievement level 3 or higher on the Algebra 1 EOC to 65%.

Goal #5:

To increase the number of students score Postsecondary Ready to 60%.

Goal #6:

To increase the percentage of students score level 3 or higher on the Geometry EOC to 66%.

Goal #7:

Improve level of performance

Goal #8:

Increase the percentage of students scoring at Achievement Level 3 or higher in reading to 63%.

Goals Detail

Goal #1:

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2: To increase the number of students making learning gains in Reading to 70%.

Targets Supported • Reading - Learning Gains

Resources Available to Support the Goal • District training, school based training, lesson plan template for Gradual Release of Responsibility Instruction, FAIR data, FCAT data

Targeted Barriers to Achieving the Goal • Lack of student engagement
• Students have limited vocabulary, lack higher level reading skills/strategies, and Common Core

Plan to Monitor Progress Toward the Goal

Action:

Students use common strategies in class, the Gradual Release Model is used correctly in classes, differentiated instruction is evident, and students can successfully read and interact with complex text.

Person or Persons Responsible:

Administration and Department Heads

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Lesson plans, Administrative Walkthroughs, and student performance

Goal #3: The percentage of students in the lowest 25% making learning gains in reading to 80%.

Targets Supported • Reading - Learning Gains

Resources Available to Support the Goal • Reading Coach, Plugged Into Reading program, Read 180 Program, FAIR data, district training

Targeted Barriers to Achieving the Goal • Lack of differentiation of instruction

Plan to Monitor Progress Toward the Goal

Action:

Differentiated instruction

Person or Persons Responsible:

Administration

Target Dates or Schedule:

On going

Evidence of Completion:

Lesson Plans and Classroom Walkthroughs

Goal #4: Increase the percentage of students scoring achievement level 3 or higher on the Algebra 1 EOC to 65%.

Targets Supported • Algebra 1 EOC

Resources Available to Support the Goal • District training, Lesson plan template for Gradual Release of Responsibility Instruction Algebra 1 EOC Test Specifications

Targeted Barriers to Achieving the Goal • Insufficient Standard Based Instruction
• Students not completing assignments and homework, Lack of Motivation and Parent involvement

Plan to Monitor Progress Toward the Goal

Action:

Walkthroughs and lesson plans, Student performance Data review

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Each Grading Period

Evidence of Completion:

Student performance

Goal #5: To increase the number of students score Postsecondary Ready to 60%.

Targets Supported

Resources Available to Support the Goal • PERT Testing Data, Common Planning ACT/SAT/PERT Prep sessions

Targeted Barriers to Achieving the Goal • Students lack motivation Lack of prior knowledge

Plan to Monitor Progress Toward the Goal

Action:

Reviewing student performance Data

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Each Semester

Evidence of Completion:

Students passing assessments at College Readiness level

Goal #6: To increase the percentage of students score level 3 or higher on the Geometry EOC to 66%.

Targets Supported • Geometry EOC

Resources Available to Support the Goal • Common Planning Period PLCs Gradual Release of Responsibility Instructional Model Template for lesson planning District Training and Support Geometry EOC Test Specifications

Targeted Barriers to Achieving the Goal • Insufficient Standard Based Instruction

Plan to Monitor Progress Toward the Goal

Action:

Student Success

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Each Grading Period

Evidence of Completion:

Student grades, Assessment performance Data

Goal #7: Improve level of performance

Targets Supported • Reading
 • Reading - AMO's
 • Reading - FAA
 • Reading - Learning Gains
 • Reading - CELLA
 • Reading - Postsecondary Readiness
 • Science - Biology 1 EOC

Resources Available to Support the Goal • AP for Department
 • Science Department Head

Targeted Barriers to Achieving the Goal

- Insufficient standard based instruction
- Lack of differentiation of instruction

Plan to Monitor Progress Toward the Goal

Action:
Improve level of performance

Person or Persons Responsible:
AP for Department

Target Dates or Schedule:
End of Year

Evidence of Completion:
Goal Met

Goal #8: Increase the percentage of students scoring at Achievement Level 3 or higher in reading to 63%.

Targets Supported • Reading - FCAT2.0

Resources Available to Support the Goal

- Reading Coach Reading PLCs District Staff Staff Development District Training

Targeted Barriers to Achieving the Goal

- Insufficient standard based instruction
- Lack of background knowledge, The tendency to teach to the middle, Students lack of high level skills, Student motivation, and Common Core,

Plan to Monitor Progress Toward the Goal

Action:
Determine Lesson: 1. Is aligned with a course standard or benchmark and to the district/school pacing guide 2. Begins with a discussion of desired outcomes and learning goals 3. Includes teacher explanation of how the class activities relate to the

Person or Persons Responsible:
Administrative staff & Reading Coach

Target Dates or Schedule:
Ongoing

Evidence of Completion:
1. Noticed improvement during administrative classroom walkthroughs 2. FAIR data improvement

Action Plan for Improvement

Goal #2:	To increase the number of students making learning gains in Reading to 70%.
Barrier #1:	Lack of student engagement
Strategy #1 to Overcome the Barrier	Differentiate Instruction

Step #1 to Implement Strategy #1

Action:

1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level 2. Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) 3. Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. 4. These small groups are flexible and change with the content, project and assessments 5. Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Seen during classroom walkthroughs, lesson plans, student data

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

Action:

Increased level of student engagement and differentiated instruction

Person or Persons Responsible:

Administration and Department Heads

Target Dates or Schedule:

Ongoing

Evidence of Completion

Administrative Walkthroughs, and FAIR and FCAT data

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

Action:

Increased student engagement and improved performance on assessments.

Person or Persons Responsible:

Administration and Department Heads

Target Dates or Schedule:

On going

Evidence of Completion:

Administrative Walkthroughs and improved performance on FAIR and FCAT

Goal #2:	To increase the number of students making learning gains in Reading to 70%.
Barrier #2:	Students have limited vocabulary, lack higher level reading skills/strategies, and Common Core
Strategy #1 to Overcome the Barrier	1. Language Arts teachers will have PLC's to develop common strategies. 2. Parent involvement 3. Higher order thinking questions integrated into lessons 4. Gradual Release Model used by teachers 5. Anticipation guides used in the classroom 6. Organizational strategies 7. Differentiated Instruction 8. After school supports 9. Increase text complexity 10. Social Studies teachers will use DBQs

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Language Arts teachers need to identify common reading strategies that will be used in classrooms. Teacher lesson plans need to include the Gradual Release model, anticipation guides, differentiated instruction, higher order thinking questions, and gradually increase text complexity. Parents need to be informed about how they can help their student and resources available for students to use on their own.

Person or Persons Responsible:

Teachers, Guidance Counselors, and Administration

Target Dates or Schedule:

On going

Evidence of Completion:

Lesson plans, increased parent involvement, and Classroom Walkthroughs

Facilitator:

Reading Coach, Department Heads, Guidance Counselors, and Administration

Participants:

Teachers and Parents

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

Action:

Reading strategies that will be used in classrooms. Teacher lesson plans will include the Gradual Release model, anticipation guides, differentiated instruction, higher order thinking questions, and gradually increase text complexity. Parents will work with their student at home and monitor their progress in their classes.

Person or Persons Responsible:

Department Heads, Reading Coach, and Administration

Target Dates or Schedule:

On going

Evidence of Completion

Increased student performance in classes, improved FAIR and FCAT data

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

Action:

Students use common strategies in class, the Gradual Release Model is used correctly in classes, differentiated instruction is evident, and students can successfully read and interact with complex text.

Person or Persons Responsible:

Reading Coach, Department Heads, and Administration

Target Dates or Schedule:

On going

Evidence of Completion:

Lesson plans, Administrative Walkthroughs, and student performance

Goal #3:	The percentage of students in the lowest 25% making learning gains in reading to 80%.
Barrier #1:	Lack of differentiation of instruction
Strategy #1 to Overcome the Barrier	Differentiate Instruction

Step #1 to Implement Strategy #1

Action:

1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level 2. Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) 3. Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. 4. These small groups are flexible and change with the content, project and assessments 5. Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

On going

Evidence of Completion:

Lesson plans, student data (FAIR, Read 180, Plugged Into Reading, FCAT), and Administrative Walkthroughs

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

Action:

Evidence of differentiated instruction

Person or Persons Responsible:

Reading Coach, Department Heads, and Administration

Target Dates or Schedule:

On going

Evidence of Completion

Lesson plans and Walkthroughs

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

Action:

Differentiated instruction

Person or Persons Responsible:

Administration

Target Dates or Schedule:

On going

Evidence of Completion:

Lesson Plans and Classroom Walkthroughs

Goal #4:	Increase the percentage of students scoring achievement level 3 or higher on the Algebra 1 EOC to 65%.
Barrier #1:	Insufficient Standard Based Instruction
Strategy #1 to Overcome the Barrier	Implement Researched based instructional strategies

Step #1 to Implement Strategy #1

Action:

Focuses lesson on Essential Learning Objectives and Goal by specifically stating the purpose for learning, lesson agenda and expected outcomes.

Person or Persons Responsible:

Algebra Teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson Plans, Common Board Configurations, Walkthroughs

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

Action:

Walkthroughs and Lesson Plan submission

Person or Persons Responsible:

Administrator for Math

Target Dates or Schedule:

Ongoing

Evidence of Completion

Teachers refer to the common board configuration and lesson objective throughout the lesson.

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

Action:

Walkthroughs and lesson plans

Person or Persons Responsible:

Administrator and Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Common Board Configuration is completed and referred to during lessons. Students are able to clearly state the objective and expectation for the lessons when asked.

Goal #4:	Increase the percentage of students scoring achievement level 3 or higher on the Algebra 1 EOC to 65%.
Barrier #2:	Students not completing assignments and homework, Lack of Motivation and Parent involvement
Strategy #1 to Overcome the Barrier	Bellwork to review previous material, Encourage Students to attend Homework Club for remediation and support Contact parents Differentiate instruction Include frequent Checks for Understanding.

Step #1 to Implement Strategy #1

Action:

Encourage students to attend homework club for remediation and support Contact Parents Utilize Differentiated instruction Techniques and checks for understanding to engage students in learning

Person or Persons Responsible:

Algebra Teachers

Target Dates or Schedule:

ongoing

Evidence of Completion:

Student Participation in Homework Club Walkthroughs

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

Action:

Walkthrough, Lesson Plans, Homework Club participation

Person or Persons Responsible:

Teachers and Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion

Student engagement

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

Action:

Review data, walkthroughs, Lesson plans

Person or Persons Responsible:

Teachers, Math Dept Chair, Administration

Target Dates or Schedule:

Each Grading Period

Evidence of Completion:

Student performance Data

Goal #5: To increase the number of students score Postsecondary Ready to 60%.

Barrier #1: Students lack motivation Lack of prior knowledge

Strategy #1 to Overcome the Barrier Increase mental math practice and calculations without calculator to increase competence levels with basic skills

Step #1 to Implement Strategy #1

Action:

Provide Bell work for review of concepts Increase practice time for basic calculations without the use of a calculator or technology Differentiate instruction and include Checks for understanding frequently

Person or Persons Responsible:

Teacher

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Lesson plan and walkthroughs

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

Action:

Walkthroughs, collaborative lesson planning for differentiation and instruction utilizing the Gradual Release of Responsibility Model, Including Higher Order Thinking questions and Checks for understanding

Person or Persons Responsible:

Teachers and Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion

Lesson plans and Walkthroughs, Student engagement

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

Action:

Review of Student performance data

Person or Persons Responsible:

Administrator and Teachers

Target Dates or Schedule:

Each Grading Period

Evidence of Completion:

Increased student success on assessments

Goal #6:	To increase the percentage of students score level 3 or higher on the Geometry EOC to 66%.
Barrier #1:	Insufficient Standard Based Instruction
Strategy #1 to Overcome the Barrier	Set and Communication a purpose for learning and learning goals in each lesson. Implement high yield, research based instructional strategies.

Step #1 to Implement Strategy #1

Action:

Establish, Communicate and post learning lessons and goals for each lesson utilizing the common board configuration and referring to it throughout instruction

Person or Persons Responsible:

Geometry Teachers

Target Dates or Schedule:

ongoing

Evidence of Completion:

Common Board Configuration and Lesson plans

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:

Teacher posts and refers the lesson goals and objective throughout the lesson

Person or Persons Responsible:

Teachers and Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion

Lesson Plans and Classroom Walkthroughs

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:

Walkthrough observations and students being about the state when asked, what the lesson objective and learning goals are

Person or Persons Responsible:

Administrator for Math

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student Responses and Walkthrough Observations

Goal #7:	Improve level of performance
Barrier #1:	Insufficient standard based instruction
Strategy #1 to Overcome the Barrier	Set and communicate a purpose for learning and learning goals in each lesson

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Is lesson aligned with a course standard or benchmark and to the district/school pacing guide

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Walk-through and Lesson Plans

Facilitator:

Participants:

AP for Department

Step #2 to Implement Strategy #1 - PD Opportunity

Action:

Does lesson begin with a discussion of desired outcomes and learning goals

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Walk-through and Lesson Plans

Facilitator:

Participants:

AP for Department

Step #3 to Implement Strategy #1 - PD Opportunity

Action:

Teacher reference to the scale or rubric throughout the lesson

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Walk-through and Lesson Plans

Facilitator:

Participants:

AP for Department

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:

Set and communicate a purpose for learning and learning goals in each lesson

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

Walkthrough and Lesson Plans

Evidence of Completion

Goal met

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:

Set and communicate a purpose for learning and learning goals in each lesson

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

End of Year

Evidence of Completion:

Goal met

Goal #7:	Improve level of performance
Barrier #1:	Insufficient standard based instruction
Strategy #2 to Overcome the Barrier	Implement High Yield Instructional Strategies

Step #1 to Implement Strategy #2 - PD Opportunity

Action:

Determine if the lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Walkthroughs

Facilitator:**Participants:**

AP for Department

Step #2 to Implement Strategy #2 - PD Opportunity

Action:

Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Walkthroughs

Facilitator:**Participants:**

AP for Department

Step #3 to Implement Strategy #2 - PD Opportunity

Action:

Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Walkthroughs

Facilitator:

Participants:

AP for Department

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #7

Action:

Implement High Yield Instructional Strategies

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

Walkthrough

Evidence of Completion

Goal met

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #7

Action:

Implement High Yield Instructional Strategies

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

End of Year

Evidence of Completion:

Goal met

Goal #7:	Improve level of performance
Barrier #1:	Insufficient standard based instruction
Strategy #3 to Overcome the Barrier	Increase instructional rigor

Step #1 to Implement Strategy #3 - PD Opportunity

Action:

Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

End of Year

Evidence of Completion:

Teacher Appraisal results

Facilitator:

Participants:

AP for Department

Step #2 to Implement Strategy #3 - PD Opportunity

Action:

The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

End of Year

Evidence of Completion:

Teacher Appraisal results

Facilitator:

Participants:

AP for Department

Step #3 to Implement Strategy #3 - PD Opportunity

Action:

Students are provided with appropriate scaffolding and supports to access higher order questions and tasks

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

End of Year

Evidence of Completion:

Teacher Appraisal results

Facilitator:

Participants:

AP for Department

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #7

Action:

Increase instructional rigor

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

Ongoing

Evidence of Completion

Teacher Appraisal results

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #7

Action:

Increase instructional rigor

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

End of Year

Evidence of Completion:

Goal met

Goal #7:	Improve level of performance
Barrier #2:	Lack of differentiation of instruction
Strategy #1 to Overcome the Barrier	Provide formative assessments to guide instruction

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Walkthrough

Facilitator:

Participants:

AP for Department

Step #2 to Implement Strategy #1 - PD Opportunity

Action:

Teachers facilitate effective classroom activities and tasks that elicit evidence of learning

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Walkthrough

Facilitator:

Participants:

AP for Department

Step #3 to Implement Strategy #1 - PD Opportunity

Action:

Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Walkthrough

Facilitator:

Participants:

AP for Department

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #7

Action:

Provide formative assessments to guide instruction

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

Walkthrough

Evidence of Completion

Goal met

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #7

Action:

Provide formative assessments to guide instruction

Person or Persons Responsible:

AP for Department

Target Dates or Schedule:

End of Year

Evidence of Completion:

Goal Met

Goal #8:	Increase the percentage of students scoring at Achievement Level 3 or higher in reading to 63%.
Barrier #1:	Insufficient standard based instruction
Strategy #1 to Overcome the Barrier	1. Set and communicate a purpose for learning and learning goals in each lesson 2. Implement High Yield Instructional Strategies 3. Increase instructional rigor

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Determine Lesson: 1. Is aligned with a course standard or benchmark and to the district/school pacing guide 2. Begins with a discussion of desired outcomes and learning goals 3. Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question 4. Includes a scale or rubric that relates to the learning goal is posted so that all students can see it. Teacher reference to the scale or rubric throughout the lesson 5. Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. 6. Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur 7. Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks

Person or Persons Responsible:

Teachers and Administrative Staff

Target Dates or Schedule:

ongoing

Evidence of Completion:

1. Walkthrough & Lesson Plans 2. FCAT results 3. Informal/formal classroom assessments 4. Group discussions 5. FAIR testing 6. Teacher Appraisal Results

Facilitator:

District staff Reading & Language Arts Teachers

Participants:

Teachers and Administrative Staff

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #8

Action:

Determine Lesson: 1. Is aligned with a course standard or benchmark and to the district/school pacing guide 2. Begins with a discussion of desired outcomes and learning goals 3. Includes teacher explanation of how the class activities relate to the

Person or Persons Responsible:

Administrative staff and Reading Coach

Target Dates or Schedule:

Ongoing

Evidence of Completion

1. Walkthrough & Lesson Plans 2. FCAT results 3. FAIR data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #8

Action:

Determine Lesson: 1. Is aligned with a course standard or benchmark and to the district/school pacing guide 2. Begins with a discussion of desired outcomes and learning goals 3. Includes teacher explanation of how the class activities relate to the

Person or Persons Responsible:

Administrative Staff, Department Chairs and Reading Coach

Target Dates or Schedule:

Ongoing

Evidence of Completion:

1. Walkthroughs & Lesson Plans 2. FAIR data

Goal #8:	Increase the percentage of students scoring at Achievement Level 3 or higher in reading to 63%.
Barrier #2:	Lack of background knowledge, The tendency to teach to the middle, Students lack of high level skills, Student motivation, and Common Core,
Strategy #1 to Overcome the Barrier	1. Language Arts PLC's to develop common strategies. 2. Positive Behavior Strategies used by teachers 3. FAIR Testing 4. Higher order thinking questions integrated into lessons 5. Gradual Release Model used correctly by teachers 6. Anticipation guides 7. Organizational strategies 8. After school supports 9. Increase text complexity

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

1. English and Reading teachers review FAIR data reports 2. Teachers use informal and formal assessments within the classroom. 3. Practice FCAT results are monitored by teachers 4. Pretest/ Posttest are used in the classroom

Person or Persons Responsible:

Classroom teachers, Department Heads, Reading Coach, Administrative Staff, and Literacy Team members

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Evidence of strategies being used during classroom walkthroughs FCAT and FAIR data shows needed improvement

Facilitator:

District and school staff

Participants:

Classroom teachers, Department Heads, Reading Coach, Administrative Staff, and Literacy Team members

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #8

Action:

1. Teachers review FAIR data reports 2. Teachers use informal and formal assessments within the classroom. 3. Practice FCAT results are reviewed by teachers 4. Pretest/Posttest are used in the classrooms

Person or Persons Responsible:

Administrative staff, Department Chairs and Reading Coach

Target Dates or Schedule:

ongoing

Evidence of Completion

Walkthroughs, lesson plans, assessment results

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #8

Action:

1. teachers review FAIR data reports 2. Teachers use informal and formal assessments within the classroom. 3. Practice FCAT results are reviewed by teachers 4. Pretest/Posttest are used in the classrooms

Person or Persons Responsible:

Administrative staff, Reading Coach and Department Chairs

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Walkthroughs and assessment improvement

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

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 #2: To increase the number of students making learning gains in Reading to 70%.

Barrier #2: Students have limited vocabulary, lack higher level reading skills/strategies, and Common Core

Strategy #1: 1. Language Arts teachers will have PLC's to develop common strategies. 2. Parent involvement 3. Higher order thinking questions integrated into lessons 4. Gradual Release Model used by teachers 5. Anticipation guides used in the classroom 6. Organizational strategies 7. Differentiated Instruction 8. After school supports 9. Increase text complexity 10. Social Studies teachers will use DBQs

Action Step #1: Language Arts teachers need to identify common reading strategies that will be used in classrooms. Teacher lesson plans need to include the Gradual Release model, anticipation guides, differentiated instruction, higher order thinking questions, and gradually increase text complexity. Parents need to be informed about how they can help their student and resources available for students to use on their own.

Facilitator leader

Reading Coach, Department Heads, Guidance Counselors, and Administration

Participants

Teachers and Parents

Target dates or schedule

On going

Evidence of Completion and Person Responsible for Monitoring

Lesson plans, increased parent involvement, and Classroom Walkthroughs
(Person Responsible: Teachers, Guidance Counselors, and Administration)

Goal #7: Improve level of performance

Barrier #1: Insufficient standard based instruction

Strategy #1: Set and communicate a purpose for learning and learning goals in each lesson

Action Step #1: Is lesson aligned with a course standard or benchmark and to the district/school pacing guide

Facilitator leader

Participants

AP for Department

Target dates or schedule

Ongoing

Evidence of Completion and Person Responsible for Monitoring

Walk-through and Lesson Plans
(Person Responsible: AP for Department)

Action Step #2: Does lesson begin with a discussion of desired outcomes and learning goals

Facilitator leader

Participants

AP for Department

Target dates or schedule

Ongoing

Evidence of Completion and Person Responsible for Monitoring

Walk-through and Lesson Plans

(Person Responsible: AP for Department)

Action Step #3: Teacher reference to the scale or rubric throughout the lesson

Facilitator leader

Participants

AP for Department

Target dates or schedule

Ongoing

Evidence of Completion and Person Responsible for Monitoring

Walk-through and Lesson Plans

(Person Responsible: AP for Department)

Strategy #2: Implement High Yield Instructional Strategies

Action Step #1: Determine if the lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes

Facilitator leader

Participants

AP for Department

Target dates or schedule

Ongoing

Evidence of Completion and Person Responsible for Monitoring

Walkthroughs

(Person Responsible: AP for Department)

Action Step #2: Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.

Facilitator leader

Participants

AP for Department

Target dates or schedule

Ongoing

Evidence of Completion and Person Responsible for Monitoring

Walkthroughs

(Person Responsible: AP for Department)

Action Step #3: Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur

Facilitator leader

Participants

AP for Department

Target dates or schedule

Ongoing

Evidence of Completion and Person Responsible for Monitoring

Walkthroughs

(Person Responsible: AP for Department)

Strategy #3: Increase instructional rigor

Action Step #1: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks

Facilitator leader

Participants

AP for Department

Target dates or schedule

End of Year

Evidence of Completion and Person Responsible for Monitoring

Teacher Appraisal results

(Person Responsible: AP for Department)

Action Step #2: The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks

Facilitator leader

Participants

AP for Department

Target dates or schedule

End of Year

Evidence of Completion and Person Responsible for Monitoring

Teacher Appraisal results

(Person Responsible: AP for Department)

Action Step #3: Students are provided with appropriate scaffolding and supports to access higher order questions and tasks

Facilitator leader

Participants

AP for Department

Target dates or schedule

End of Year

Evidence of Completion and Person Responsible for Monitoring

Teacher Appraisal results

(Person Responsible: AP for Department)

Barrier #2: Lack of differentiation of instruction

Strategy #1: Provide formative assessments to guide instruction

Action Step #1: Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction

Facilitator leader

Participants

AP for Department

Target dates or schedule

Ongoing

Evidence of Completion and Person Responsible for Monitoring

Walkthrough

(Person Responsible: AP for Department)

Action Step #2: Teachers facilitate effective classroom activities and tasks that elicit evidence of learning

Facilitator leader

Participants

AP for Department

Target dates or schedule

Ongoing

Evidence of Completion and Person Responsible for Monitoring

Walkthrough

(Person Responsible: AP for Department)

Action Step #3: Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points

Facilitator leader

Participants

AP for Department

Target dates or schedule

Ongoing

Evidence of Completion and Person Responsible for Monitoring

Walkthrough

(Person Responsible: AP for Department)

Goal #8: Increase the percentage of students scoring at Achievement Level 3 or higher in reading to 63%.

Barrier #1: Insufficient standard based instruction

Strategy #1: 1. Set and communicate a purpose for learning and learning goals in each lesson 2. Implement High Yield Instructional Strategies 3. Increase instructional rigor

Action Step #1: Determine Lesson: 1. Is aligned with a course standard or benchmark and to the district/school pacing guide 2. Begins with a discussion of desired outcomes and learning goals 3. Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question 4. Includes a scale or rubric that relates to the learning goal is posted so that all students can see it. Teacher reference to the scale or rubric throughout the lesson 5. Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. 6. Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur 7. Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks

Facilitator leader

District staff Reading & Language Arts Teachers

Participants

Teachers and Administrative Staff

Target dates or schedule

ongoing

Evidence of Completion and Person Responsible for Monitoring

1. Walkthrough & Lesson Plans

2. FCAT results

3. Informal/formal classroom assessments

4. Group discussions

5. FAIR testing

6. Teacher Appraisal Results

(Person Responsible: Teachers and Administrative Staff)

Barrier #2: Lack of background knowledge, The tendency to teach to the middle, Students lack of high level skills, Student motivation, and Common Core,

Strategy #1: 1. Language Arts PLC's to develop common strategies. 2. Positive Behavior Strategies used by teachers 3. FAIR Testing 4. Higher order thinking questions integrated into lessons 5. Gradual Release Model used correctly by teachers 6. Anticipation guides 7. Organizational strategies 8. After school supports 9. Increase text complexity

Action Step #1: 1. English and Reading teachers review FAIR data reports 2. Teachers use informal and formal assessments within the classroom. 3. Practice FCAT results are monitored by teachers 4. Pretest/Posttest are used in the classroom

Facilitator leader

District and school staff

Participants

Classroom teachers, Department Heads, Reading Coach, Administrative Staff, and Literacy Team members

Target dates or schedule

Ongoing

Evidence of Completion and Person Responsible for Monitoring

Evidence of strategies being used during classroom walkthroughs

FCAT and FAIR data shows needed improvement

(Person Responsible: Classroom teachers, Department Heads, Reading Coach, Administrative Staff, and Literacy Team members)

Appendix 2: Budget to Support School Improvement Goals

Budget Detail
