

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: 2861 - Oak Grove Middle School
District: 52 - Pinellas
Principal: Dawn Coffin E
SAC Chair: Mary Lynn Milliken
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>
	1370 S BELCHER RD Clearwater, FL 33764	1370 S BELCHER RD Clearwater, FL 33764
Phone Number:	727-524-4430	
Web Address:	http://www.oakgrove-ms.pinellas.k12.fl.us	
Email Address:	2861.principal@pcsb.org	

School Type:	Middle School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	67%			
Minority:	46%			
School Grade History:	<u>2012-13</u> B	<u>2011-12</u> C	<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 Oak Grove Middle School	
Principal's name Dawn Coffin E	
School Advisory Council chair's name Mary Lynn Milliken	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Dawn Coffin	Principal
Antelia Campbell	Assistant Principal
Eric McManus	Assistant Principal
Michael Mustoe	Assistant Principal
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	
SAC membership is in compliance with the code. There are 5 non-district members and 4 employees of the district. 44.5% minority and 55.5% white.	
Describe the involvement of the SAC in the development of this school improvement plan	
The SAC will review, discuss and approve the SIP taking into account information shared from Superintendent meetings.	
Describe the activities of the SAC for the upcoming school year	
In addition to the review of the SIP, SAC members get updates on the Superintendent meetings and provide a voice for the parents of all students in our school. These members provide a positive bridge to our community and a sounding board for issues presented by the School Board or Carwise faculty.	
Describe the projected use of school improvement funds and include the amount allocated to each project	
We will be receiving approximately \$5,000 which we will allocate based on needs assessment.	
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	
Currently we are in compliance.	
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 4		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Administrator Information:		
Dawn Coffin E		
Principal	Years as Administrator: 22	Years at Current School: 8
Credentials	Ed.D-Educational Leadership	
Performance Record	Reading 2012 % level 3 or higher- 48% Reading 2013 % level 3 or higher- 54% Math 2012 % level 3 or higher -49% Math 2013 % level 3 or higher- 54% Making annual gains 2012 reading 56% math 62% Making annual gains 2013 reading 69% math 73%	
Michael Mustoe		
Asst Principal	Years as Administrator: 7	Years at Current School: 7
Credentials	Ed.D.-educational leadership	
Performance Record	Reading 2012 % level 3 or higher- 48% Reading 2013 % level 3 or higher- 54% Math 2012 % level 3 or higher -49% Math 2013 % level 3 or higher- 54% Making annual gains 2012 reading 56% math 62% Making annual gains 2013 reading 69% math 73%	
Antelia Campbell		
Asst Principal	Years as Administrator: 12	Years at Current School: 0
Credentials	Ed.D- educational leadership	
Performance Record	Reading 2012 % level 3 or higher- 48% Reading 2013 % level 3 or higher- 54% Math 2012 % level 3 or higher -49% Math 2013 % level 3 or higher- 54% Making annual gains 2012 reading 56% math 62% Making annual gains 2013 reading 69% math 73%	

Eric McManus		
Asst Principal	Years as Administrator: 7	Years at Current School: 7
Credentials	M.Ed.-educational leadership	
Performance Record	Reading 2012 % level 3 or higher- 48% Reading 2013 % level 3 or higher- 54% Math 2012 % level 3 or higher -49% Math 2013 % level 3 or higher- 54% Making annual gains 2012 reading 56% math 62% Making annual gains 2013 reading 69% math 73%	
Instructional Coaches		
# Instructional Coaches 2		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Nora Wolford		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	-English/Reading	
Performance Record	NA	
Kathy Robinson		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	Mathematics	
Credentials		
Performance Record	NA	
Classroom Teachers		
# of classroom teachers 74		
# receiving effective rating or higher 43, 58%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 95%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 70, 95%		
# ESOL endorsed 8, 11%		
# reading endorsed 17, 23%		
# with advanced degrees 20, 27%		
# National Board Certified 2, 3%		
# first-year teachers 5, 7%		
# with 1-5 years of experience 21, 28%		

with 6-14 years of experience 19, 26%
with 15 or more years of experience 29, 39%
Education Paraprofessionals
of paraprofessionals 2
Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0, 0%
Other Instructional Personnel
of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 4
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. Recruit: a. Transition to Teaching b. Teach Pinellas c. County Job Fair Principal Assistant Principals Teachers/Mentors Retain: a. Teacher appreciation program: throughout the year, teachers are celebrated for their ongoing commitment and contribution to education (Monthly Team Building Celebrations, Monthly Noble Knight Award, End of the celebrations Principal Assistant Principals PTSA mentors</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 New teachers are paired with more experienced teachers. Teachers are paired based on their effectiveness, attitude, grade level, and content area. Weekly mentor meetings, daily communications, meetings with APC, and common planning.</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 Weekly examination of Focus discipline data, attendance records and student grades. Input from teachers and parents is analyzed and discussed. Input from school psychologist, social worker,</p>

teachers and administrators is discussed. Teacher interventions and student accommodations are monitored and analyzed for effectiveness. Teachers utilize student action plans to alert team and parents and to put interventions in place. Data is collected and analyzed to see if additional support is needed. Individual student data is recorded for tier 3 interventions. PLC groups are progress monitoring to ensure that learning is taking place. Common planning and PLC time allows teachers to problem solve together in regards to instructional strategies that work and are research based.

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

D. Flynn-Guidance Counselor-Facilitator – generates agenda and leads team discussions
 P. Houle & A. Perez- Guidance Counselors-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data
 D. Flynn-Technology Specialist – brokers technology necessary to manage and display data
 A. Perez-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
 A. Campbell- Administration Rep., L. Napier-School Psychologist, D. Wright-School Social Worker, C. Thornton-VE Liaison, D. ElHajoui-Behavior Specialist, M. Harvey-LA Chairperson, J. Read- Reading Chairperson, J. Giles-Science Chairperson, J. Trunk, Math Chairperson, H. Caros-Social Studies Chairperson, D. Coffin, Principal

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

MTSS meeting minutes distributed to leadership team and reviewed at leadership team meetings. RTI binder in grade level offices for review by teachers. Bimonthly review of data and classroom interventions. Recommendations made for new interventions or additional support. Department chairs review the SIP goals at every meeting to make sure the department is on track. Instructional leadership team monitors progress and recommends additional support. Midyear SIP goal and progress review.

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)

FCAT 2.0 scores, FAIR data, point sheets, student observations, Focus discipline, attendance, and grade data, teacher and parent input, walkthroughs, appraisals, Data warehouse info, bimonthly department chair reports in the instructional leadership meeting, schoolwide instructional initiatives.

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

As we collect information we disseminate it to the department chairs. Department chairs share data with their respective departments and use data to drive the decision making process for instruction. Training for teachers regarding the MTSS process is ongoing. Teachers are following the RTI process at the school for their students.

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: Before or After School Program

Minutes added to school year:

Strategy Purpose(s)

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description

Daily tutoring before and after school English/Spanish
 -National Junior Honor Society Meetings
 -Robotics Club
 -PMAC
 -media center open to students before school and during lunches
 One-to-One Hispanic Outreach

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

Students are asked to sign in each day. Teachers keep records and analyze FCAT and other data. Student scores are then analyzed for improvement.

Who is responsible for monitoring implementation of this strategy?

Teachers and administrators

Strategy: Summer Program

Minutes added to school year:

Strategy Purpose(s)

Instruction in core academic subjects

Strategy Description

Summer Bridge Program
 Summer Extended Learning Program for course recovery

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

Student scores are collected by teachers and analyzed by teachers, guidance and administration for baseline data and improvements.

Who is responsible for monitoring implementation of this strategy?

Teachers, guidance and administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Michael Mustoe	Assistant Principal
Carol Anne Parker-VanCleve	Teacher
Gina Mason	Teacher
Martin Harvey	Teacher
Chris Edwards	Teacher
Leslie Rhoton	Teacher
Jessica Brown	Teacher Reading Dept. Chair
Nora Wolford	Literacy/Reading Coach

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

The team meets once a month. Mustoe is the administration representative. Parker-Van Cleve is the team leader and facilitator. 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
 - o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
 - o Providing scaffolding that does not preempt or replace text reading by students
 - o Developing and asking text dependent questions from a range of question types
 - o Emphasizing students supporting their answers based upon evidence from the text
 - o Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). Team members then disperse the information to their appropriate department.

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

Major initiatives will be to continue promoting literacy in every classroom and school-wide. We will also continue to work on the literacy platforms set forth by Pinellas County.

- 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
- Support for our Latino population - special events just for Latino families - one to one initiative.

Every Teacher Contributes to Reading Instruction

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

All teachers study the literacy platforms. Teachers attend literacy demonstration training put on by reading teachers and the reading coach. Teachers ensure text rich environments and use complex text daily. Reading coaches regularly train teachers on exemplar lessons. Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons. Providing scaffolding that does not preempt or replace text reading by students.

- Developing and asking text dependent questions from a range of question types.
- Emphasizing students supporting their answers based upon evidence from the text.
- Providing extensive research and writing opportunities (claims and evidence). 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. Ongoing professional development occurs at the school level and during PLC time.

Preschool Transition

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

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

NA

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?

All students take integrated science. Teachers teach across the curriculum to show relationships to other subjects. AVID school-wide. Weekly PLC meetings allow all subject areas to map out their curriculum and plan lessons accordingly for integration. Elective teachers get involved in the process. All teachers must relate on a daily basis why students are learning what they are learning. All teachers must use the understanding by design - what will the students know and be able to do as a result of this lesson.

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 regularly meet with students to discuss academic and career planning. Guest speakers address students regarding high school and college plans. Each 8th grader creates a 4 year academic and career plan utilizing the Lighthouse Guidance program. School wide AVID strategies, college preparation and awareness.

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

NA

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	62%	54%	No	66%
American Indian		0%		
Asian	83%	67%	No	84%
Black/African American	39%	35%	No	45%
Hispanic	50%	43%	No	55%
White	69%	61%	No	72%
English language learners	37%	30%	No	43%
Students with disabilities	40%	24%	No	46%
Economically disadvantaged	54%	47%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	316	28%	31%
Students scoring at or above Achievement Level 4	279	24%	27%

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>		30%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	662	59%	66%
Students in lowest 25% making learning gains (FCAT 2.0)		70%	75%

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)	63	22%	32%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	27	22%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	42	35%	45%

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	221	58%	68%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		60%	
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	59%	30%	No	63%
American Indian				
Asian	83%	67%	No	84%
Black/African American	42%	29%	No	48%
Hispanic	48%	44%	No	53%
White	66%	62%	No	69%
English language learners	38%	19%	No	44%
Students with disabilities	36%	33%	No	42%
Economically disadvantaged	52%	45%	No	57%
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Achievement Level 3	341	30%	63%	
Students scoring at or above Achievement Level 4	262	23%	63%	
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>		70%	
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		30%	
Learning Gains				
	2013 Actual #	2013 Actual %	2014 Target %	
Learning Gains	698	62%	72%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	385	74%	84%	
Middle School Acceleration				
	2013 Actual #	2013 Actual %	2014 Target %	
Middle school participation in high school EOC and industry certifications	114	10%	25%	
Middle school performance on high school EOC and industry certifications	114	95%	95%	

Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	43%	53%
Students scoring at or above Achievement Level 4	41	52%	62%
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		19%
Students scoring at or above Achievement Level 4	32	91%	100%
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	70	18%	28%
Students scoring at or above Achievement Level 4	103	27%	37%
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>		60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		60%
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)	20		30
Participation in STEM-related experiences provided for students	20	20%	30%
Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	20%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	20%
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			
Middle School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	262	23%	20%
Students who fail a mathematics course	61	5%	4%
Students who fail an English Language Arts course	19	2%	1%
Students who fail two or more courses in any subject	34	3%	2%
Students who receive two or more behavior referrals	381	34%	30%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	175	15%	10%
Area 9: Parent Involvement			
<p>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).</p>			
<p>Describe parental involvement targets for your school We offer many parental involvement opportunities throughout the school year including, but not limited to:</p> <ul style="list-style-type: none"> -Back to School Days-Open House -International Knight of the Arts -Discipline Academy Parent Meetings -Multiple sporting events -Parent conferences -IEP meetings -Academic Achievement Nights -ESE information sessions -Band and Choir concerts -Camp Golden Knight -Hispanic Outreach/One-to-One Initiative meetings -Spirit nights at multiple community partner establishments -PTSA sponsored activities 			
Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
Increase volunteer hours to 10,000 hours. 190 volunteers.	7257	100%	100%
Area 10: Additional Targets			

Description of additional targets

To increase the number of African-American students scoring at level 3 or above on FCAT 2.0 in reading and math.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the number of African-American students scoring 3.0 or higher on FCAT 2.0 reading.	39	35%	45%
Increase the number of African-American students scoring 3.0 or higher on FCAT 2.0 math	33	29%	48%

Goals Summary

Goal #1:

Goal #2:

Decrease the number of students scoring level one and two on FCAT 2.0 Reading from 46% to 32%.

Goal #3:

Increase the number of students scoring level 3 and above on FCAT 2.0 Math from 53% to 60%.

Goal #4:

Increase the number of students testing at proficiency on the Science FCAT from 45% to 53%.

Goal #5:

Increase percentage of students scoring 3.5 or greater from 58.2% to 63.2%.

Goals Detail

Goal #1:

Targets Supported

Resources

**Available to
Support the Goal**

**Targeted Barriers
to Achieving the
Goal**

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:

Decrease the number of students scoring level one and two on FCAT 2.0 Reading from 46% to 32%.

Targets Supported •

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

Resources Available to Support the Goal

- Literacy team, Literacy coach, common planning, progress monitoring, assessments, continual professional development

Targeted Barriers to Achieving the Goal • Common Core training. Shift in instructional focus to include more complex text activities, document based questioning, and requiring reading throughout the school day and at home.

Plan to Monitor Progress Toward the Goal

Action:

Data analysis, administration of assessments

Person or Persons Responsible:

Literacy coach - Nora Department chair - Jessica

Target Dates or Schedule:

ongoing - team meets weekly

Evidence of Completion:

Data analysis minutes from team

Goal #3: Increase the number of students scoring level 3 and above on FCAT 2.0 Math from 53% to 60%.

Targets Supported • Math - Elementary and Middle School
 • Math - Elementary and Middle AMO's
 • Math - Elementary and Middle FCAT 2.0
 • Math - Elementary and Middle FAA
 • Math - Elementary and Middle Learning Gains

Resources Available to Support the Goal

• Helpmath, Voyager, Khan Academy, DimensionU, Pearson Success Net, Algebra Nation, FCAT 2.0 data, EOC data, math coach

Targeted Barriers to Achieving the Goal

• Teacher knowledge, time on task, planning time, student motivation, common core and NGSSS commonalities, available on line resources

Plan to Monitor Progress Toward the Goal

Action:

All math teachers will utilize common assessments at the recommended times throughout the school year.

Person or Persons Responsible:

Teachers, math coach and administration

Target Dates or Schedule:

Ongoing and end of school year

Evidence of Completion:

Lesson plans, walkthroughs, student product, teacher product, student reflection and goal sheets, observations, and FCAT 2.0 math scores show goal has been met.

Goal #4: Increase the number of students testing at proficiency on the Science FCAT from 45% to 53%.

- Targets Supported**
- Science
 - Science - Elementary School
 - Science - Middle School
 - Science - High School
 - Science - Biology 1 EOC
- Resources Available to Support the Goal**
- Common assessments, district assessments, FCAT data, FCAT explorer
- Targeted Barriers to Achieving the Goal**
- Shift to common core. Student engagement.

Plan to Monitor Progress Toward the Goal

- Action:**
data
- Person or Persons Responsible:**
ILT
- Target Dates or Schedule:**
ongoing
- Evidence of Completion:**
data minutes

Goal #5: Increase percentage of students scoring 3.5 or greater from 58.2% to 63.2%.

- Targets Supported**
- Writing
- Resources Available to Support the Goal**
- FCAT 2.0 writing scores, practice writing practice to be TBA, possible Common Core practice assessments, and analysis of common assessments
- Targeted Barriers to Achieving the Goal**
- not enough practice for writing, time, no common language technique for teaching the critical writing process, lack of understanding of common core in writing, lack of student skills in writing critically, lack of common writing expectations across all core subjects

Plan to Monitor Progress Toward the Goal

- Action:**
Development of common rubrics, writing prompts, professional development for teachers regarding common language and common core
- Person or Persons Responsible:**
Language arts teachers
- Target Dates or Schedule:**
End of 1st term, ongoing, end of first grading period
- Evidence of Completion:**
Student product, lesson plans, walkthroughs, completion of 4 common assessments

Action Plan for Improvement

Goal #3:	Increase the number of students scoring level 3 and above on FCAT 2.0 Math from 53% to 60%.
Barrier #1:	Teacher knowledge, time on task, planning time, student motivation, common core and NGSSS commonalities, available on line resources
Strategy #1 to Overcome the Barrier	All math teachers will utilize common assessments at the recommended times throughout the school year. Evidence of completion will be when all teachers have given the common assessments and utilized the data to drive instruction. This will be evidenced through lesson plans, walkthroughs, observations, data reports and PLCs.

Step #1 to Implement Strategy #1

Action:

common assessments

Person or Persons Responsible:

math teachers and administrators

Target Dates or Schedule:

ongoing, by end of first grading period, 1st and 4th grading periods

Evidence of Completion:

common assessments complete and analyzed, walkthroughs, lesson plans, PLC notes, observations, student product

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

Action:

common assessments, alignment of Common Core and NGSSS, student data analysis

Person or Persons Responsible:

Teachers, chairperson and administration

Target Dates or Schedule:

ongoing, 1st and 4th grading period

Evidence of Completion

student product, lesson plans, walkthroughs, PLC meeting minutes, teacher letters and web sites

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

Action:

common assessments

Person or Persons Responsible:

teachers, chairperson and administration

Target Dates or Schedule:

ongoing, daily, each 6 weeks, end of school year

Evidence of Completion:

Common assessments completed by all students and data analyzed.

Goal #3:	Increase the number of students scoring level 3 and above on FCAT 2.0 Math from 53% to 60%.
Barrier #1:	Teacher knowledge, time on task, planning time, student motivation, common core and NGSSS commonalities, available on line resources
Strategy #2 to Overcome the Barrier	Teachers will utilize common planning times to identify the commonalities between NGSSS and Common Core. This will be completed preschool. Teachers will use online resources to incorporate Common Core standards. Completion will be evidenced through walkthroughs, observations, and lesson plans.

Step #1 to Implement Strategy #2

Action:

Teachers will utilize common planning times to identify the commonalities between NGSSS and Common Core.

Person or Persons Responsible:

Teachers, chairperson, and math coach

Target Dates or Schedule:

pre-school, ongoing, weekly, daily

Evidence of Completion:

Completion will be evidenced through walkthroughs, observations, and lesson plans.

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #3

Action:

Teachers will utilize common planning times to identify the commonalities between NGSSS and Common Core.

Person or Persons Responsible:

math coach and administration

Target Dates or Schedule:

ongoing, weekly, daily

Evidence of Completion

Completion will be evidenced through walkthroughs, observations, and lesson plans.

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #3

Action:

Teachers will utilize common planning times to identify the commonalities between NGSSS and Common Core.

Person or Persons Responsible:

teachers, math coach and administration

Target Dates or Schedule:

ongoing and end of school year

Evidence of Completion:

FCAT 2.0 math scores show that goal is met.

Goal #3:	Increase the number of students scoring level 3 and above on FCAT 2.0 Math from 53% to 60%.
Barrier #1:	Teacher knowledge, time on task, planning time, student motivation, common core and NGSSS commonalities, available on line resources
Strategy #3 to Overcome the Barrier	Teachers will share available online math resources with students and demonstrate these resources to students so that they can utilize them anywhere. Teachers will revisit these resources with students at least one time per grading period. Resources will also be noted in communications with parents, such a letters home, class/school websites, and emails. Completion will be evidenced through website documentation, production of teacher letters and lesson plans. Online resources include: Helpmath, Voyager, Khan Academy, DimensionU, Pearson Success Net, Algebra Nation.

Step #1 to Implement Strategy #3

Action:

Teachers will share available online math resources with students and demonstrate these resources to students so that they can utilize them anywhere

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Ongoing throughout school year/once per grading period

Evidence of Completion:

Completion will be evidenced through website documentation, production of teacher letters and lesson plans. Online resources include: Helpmath, Voyager, Khan Academy, DimensionU, Pearson Success Net, Algebra Nation.

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

Action:

Teachers will share available online math resources with students and demonstrate these resources to students so that they can utilize them anywhere. Teachers will revisit these resources with students at least one time per grading period.

Person or Persons Responsible:

math coach and administration

Target Dates or Schedule:

Ongoing/each grading period

Evidence of Completion

Completion will be evidenced through website documentation, production of teacher letters and lesson plans.

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

Action:

Teachers will share available online math resources with students and demonstrate these resources to students so that they can utilize them anywhere. Teachers will revisit these resources with students at least one time per grading period. Resources will also be noted in communications with parents, such as letters home, class/school websites, and emails.

Person or Persons Responsible:

teachers, math coach, administrators

Target Dates or Schedule:

ongoing, each grading period

Evidence of Completion:

Completion will be evidenced through website documentation, production of teacher letters, lesson plans, and goal being met according to FCAT 2.0 math scores.

Goal #3:	Increase the number of students scoring level 3 and above on FCAT 2.0 Math from 53% to 60%.
Barrier #1:	Teacher knowledge, time on task, planning time, student motivation, common core and NGSSS commonalities, available on line resources
Strategy #4 to Overcome the Barrier	Teachers will review and analyze student FCAT performance. Teachers will use FCAT data supplied by PCS and the state to analyze student data and help them set goals. School-wide "data day" will be completed in the 1st and 4th grading periods. Students will complete an FCAT reflections worksheet detailing their scores, goals, and an action plan for improvement. Completion will be evidenced by all students completing their reflection sheets and discussions with teachers regarding their students' data.

Step #1 to Implement Strategy #4

Action:

Teachers will use FCAT data supplied by PCS and the state to analyze student data and help them set goals.

Person or Persons Responsible:

Teachers and math coach

Target Dates or Schedule:

1st and 4th grading periods

Evidence of Completion:

Completion will be evidenced by all students completing their reflection sheets and discussions with teachers regarding their students' data.

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #3

Action:

Teachers will review and analyze student FCAT performance. Teachers will use FCAT data supplied by PCS and the state to analyze student data and help them set goals.

Person or Persons Responsible:

Math coach and administration

Target Dates or Schedule:

1st and 4th grading periods/ongoing

Evidence of Completion

Completion will be evidenced by all students completing their reflection sheets and discussions with teachers regarding their students' data. PLC meeting minutes and common planning notes.

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #3

Action:

Teachers will review and analyze student FCAT performance. Teachers will use FCAT data supplied by PCS and the state to analyze student data and help them set goals.

Person or Persons Responsible:

Teachers, math coach, and administrators

Target Dates or Schedule:

Ongoing, 1st and 4th grading periods, end of school year

Evidence of Completion:

Improvement shown in FCAT 2.0 scores and goal met.

Goal #4:	Increase the number of students testing at proficiency on the Science FCAT from 45% to 53%.
Barrier #1:	Shift to common core. Student engagement.
Strategy #1 to Overcome the Barrier	Each lesson will be aligned to the common core and NGSSS Science benchmarks. Teachers will utilize the common lesson plan template as a team. They will include NGSSS and Common Core standards in each lesson. This will be utilized throughout the school year, starting the first day of school. Evidence of completion will be seen within lesson plans, during walkthroughs and in teacher appraisals.

Step #1 to Implement Strategy #1

Action:

common planning, data analysis

Person or Persons Responsible:

Science teachers

Target Dates or Schedule:

ongoing

Evidence of Completion:

minutes of meetings

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

Action:

data

Person or Persons Responsible:

Science Department chair. Instructional leadership team.

Target Dates or Schedule:

ongoing. ILT meets bimonthly. PLCs meet weekly, common planning is everyday.

Evidence of Completion

minutes

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

Action:

data

Person or Persons Responsible:

Principal

Target Dates or Schedule:

ongoing

Evidence of Completion:

minutes, results on FCAT

Action Step(s) Missing for Goal #4, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #4, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

**Action Step(s) Missing for Goal #4, Barrier #1, Strategy #4
Complete one or more action steps for this Strategy or de-select it**

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #5:	Increase percentage of students scoring 3.5 or greater from 58.2% to 63.2%.
Barrier #1:	not enough practice for writing, time, no common language technique for teaching the critical writing process, lack of understanding of common core in writing, lack of student skills in writing critically, lack of common writing expectations across all core subjects
Strategy #1 to Overcome the Barrier	Creation of common language when teaching the critical writing process, teacher created prompts to allow for more practice in the writing process, one common rubric for scoring writing, alignment of NGSSS and common core standards

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Creation of common language in writing process, teacher created prompts, common rubric across curriculum, alignment of NGSSS and common core standards

Person or Persons Responsible:

Teachers and administrators

Target Dates or Schedule:

Ongoing, before end of first grading period, common assessments 4 time per year

Evidence of Completion:

walkthroughs, observations, PLC minutes, lesson plans, completion of common assessments

Facilitator:

Language arts chair

Participants:

Teachers and administrators

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

Action:

common language in critical writing process, common prompts, alignment of NGSSS and Common Core

Person or Persons Responsible:

administrators and dept. chairs

Target Dates or Schedule:

ongoing, end of each 6 weeks, PLC minutes, lesson plans completed each week, common assessment rubrics completed for each student writing sample, common prompts utilized each grading period

Evidence of Completion

teacher lesson plans, walkthroughs, PLC minutes, common planning minutes, observations, production on common prompts

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

Action:

teacher created prompts, production of common rubrics, alignment of Common Core and NGSSS,

Person or Persons Responsible:

teachers, chairperson, and administration

Target Dates or Schedule:

ongoing, end of each 6 weeks, end of school year

Evidence of Completion:

Improvement in FCAT writing scores as reported at completion of FCAT testing period

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

The JWB provides a violence prevention coordinator who address all 6th graders as well as has group sessions. We also have free before and after care from the R Club through the 21st century Learning Grant.

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 #5: Increase percentage of students scoring 3.5 or greater from 58.2% to 63.2%.

Barrier #1: not enough practice for writing, time, no common language technique for teaching the critical writing process, lack of understanding of common core in writing, lack of student skills in writing critically, lack of common writing expectations across all core subjects

Strategy #1: Creation of common language when teaching the critical writing process, teacher created prompts to allow for more practice in the writing process, one common rubric for scoring writing, alignment of NGSSS and common core standards

Action Step #1: Creation of common language in writing process, teacher created prompts, common rubric across curriculum, alignment of NGSSS and common core standards

Facilitator leader

Language arts chair

Participants

Teachers and administrators

Target dates or schedule

Ongoing, before end of first grading period, common assessments 4 time per year

Evidence of Completion and Person Responsible for Monitoring

walkthroughs, observations, PLC minutes, lesson plans, completion of common assessments
(Person Responsible: Teachers and administrators)

Appendix 2: Budget to Support School Improvement Goals

Budget Detail
