

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: 3931 - Seminole Middle School
District: 52 - Pinellas
Principal: Thomas P. Lechner
SAC Chair: John Gluck
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/25/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	8701 131ST ST Seminole, FL 33776	8701 131ST ST Seminole, FL 33776
Phone Number:	727-547-4520	
Web Address:	http://www.seminole-ms.pinellas.k12.fl.us	
Email Address:	3931.principal@pcsb.org	

School Type:	Middle School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	47%			
Minority:	27%			
School Grade History:	<u>2012-13</u> B	<u>2011-12</u> A	<u>2010-11</u> A	<u>2009-10</u> A

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 Seminole Middle School	
Principal's name Thomas P. Lechner	
School Advisory Council chair's name John Gluck	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Heather Anderson	Facilitator
Keith Mercer	Data Manager
Tracy Carter	Recorder
Ann Marie Weather	Time Keeper
Thomas P. Lechner	Principal
Corliess Davis	Assistant Principal
Bonnie Lurie	Assistant Principal
Ronald K. Mercer	Assistant Principal
Ann Marie Weather/Sarah Pittinger	TSA/Compliance
Darla Gatesman	Guidance Counselor
Lori Guth	Guidance Counselor
Nicole Gilkes	Guidance Counselor
Antoine Seay	School Psychologist
Tracy Carter	Social worker
Heather Anderson	LA teacher
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	
Parents, Administrators, Teacher, Community Member, and Support Staff.	
Describe the involvement of the SAC in the development of this school improvement plan	
The SAC had input on the SIP. The SAC also reviewed and approved the SIP, including the budget.	
Describe the activities of the SAC for the upcoming school year	
SAC will meet on the 3rd Tuesday of every month to approve and monitor the SIP. The SAC will analyze data and monitor the expenditure of the SIP funds.	
Describe the projected use of school improvement funds and include the amount allocated to each project	

The SAC will begin to approve the use of SIP funds at the 9/17/2013 SAC meeting.

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 4

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

Administrator Information:

Thomas P. Lechner

Principal	Years as Administrator: 19	Years at Current School: 6
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Credentials Ed. Specialist Leadership, MA & BS Education

Performance Record 2012-13 Earned a B
Five previous years earned an A.

Ronald K. Mercer

Asst Principal	Years as Administrator: 2	Years at Current School: 2
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Credentials MA Leadership, BS Social Studies

Performance Record

Bonnie Lurie

Asst Principal	Years as Administrator: 0	Years at Current School: 0
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Credentials Ed. Leadership, Reading Endorsed, BA & MA EBD

Performance Record

Corliess Davis

Asst Principal	Years as Administrator: 19	Years at Current School: 5
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Credentials MA Leadership, BS English

Performance Record

Instructional Coaches

Instructional Coaches 0

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

Instructional Coach Information:

None		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	[none selected]	
Credentials	NA	
Performance Record	NA	
Classroom Teachers		
# of classroom teachers 77		
# receiving effective rating or higher 0%		
# 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. 77, 100%		
# ESOL endorsed 11, 14%		
# reading endorsed 11, 14%		
# with advanced degrees 27, 35%		
# National Board Certified 1, 1%		
# first-year teachers 3, 4%		
# with 1-5 years of experience 15, 19%		
# with 6-14 years of experience 34, 44%		
# with 15 or more years of experience 25, 32%		
Education Paraprofessionals		
# of paraprofessionals 9		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 9, 100%		
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)		
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 administrative team at Seminole Middle only hire candidates that are highly qualified. The administrators also meet with new teachers on a regular basis. Each new teacher is assigned a school and district mentor.</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).		

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

All teachers new to Seminole Middle are assigned to a peer mentor. The mentors meet with the teacher on a weekly basis. All new teachers are also assigned a district mentor that meets with the teacher on a monthly basis.

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

The SBLT meets every other Thursday looking at school wide data. The SBLT will monitor the effectiveness of the Tier 1, Tier 2, and Tier 3 levels of both academic and behavior by data. The SBLT will also make sure the Tier 2 and Tier 3 interventions are in place.

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

Facilitator – generates the agenda and leads the team discussions

Data Managers – assists team in accessing and interpreting data

Recorder – documents meeting content and disseminates to team members as well as storing a hard copy in a binder for all to access.

Time Keeper – helps team begin on time and ensures adherence to agreed upon agenda.

Principal - responsible for MTSS and SIP

Assistant Principals - Data Managers

Behavior Specialist - assists with Tier II & Tier III interventions

TSA/Compliance - assists with ESE students

Guidance Counselors - assists with Tier II & Tier III interventions

School Psychologist - assists with Tier II & Tier III interventions

Social Worker - assists with Tier II & Tier III interventions

Language Arts teacher - liaison with instructional staff

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

The SBLT meets every other Thursday from 10:30 a.m. – 11:10 a.m. to monitor the fidelity of the RTI and SIP process.

The behavior data will include # of referrals, # of hawk tickets, and the # of flight cards. The academic data will include classroom grades and # of flight cards.

The SBLT will utilize the Tier I, Tier II, & Tier III triangle to determine the behavior and academic targets to monitor.

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)

F.A.I.R. data will be analyzed for Reading. Progress monitoring will take place in reading, math, science, and writing. Behavior data will be pulled from Decision Ed and Focus/SIS.

The behavior data will include # of referrals, # of hawk tickets, and the # of flight cards. The academic data will include classroom grades and # of flight cards.

The SBLT will utilize the Tier I, Tier II, & Tier III triangle to determine the behavior and academic targets to monitor.

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

The SBLT will share data with the staff concerning the 3 levels in the tier system. The SBLT will also provide leadership in having staff members problem solve and implement appropriate interventions at the Tier 2 and Tier 3 level of RTI.

The classroom management plans from all teachers will be reviewed. The school wide PBIS utilizes teaching behavior lessons and reinforcing positive behavior. Data will be shared with the staff at Grade Level meetings.

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: 30

Strategy Purpose(s)

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

Strategy Description

Seminole Middle has over 20 clubs that meet before and after school to extend the school day. The clubs include: Chess, Spanish, French, Drama, Robotics, writing, Future cities, unclub, and Builder's Club. Peer tutors that meet twice a week with students. We utilize the ELP program before and after school to tutor students during the school year. The ELP program in the summer is utilized for course recovery.

We also participate in the Battle of the Books, Science Olympiad, and the Quiz Bowl.

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

The club sponsors collect the data and then analyze the data to determine the effectiveness of the clubs. The administrative team collects and analyze the data for the effectiveness of the extended learning opportunities.

Who is responsible for monitoring implementation of this strategy?

The club sponsors are responsible for the implementation of the clubs and the administrative team is responsible for the extended learning opportunities.

Literacy Leadership Team (LLT)

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

Name	Title
Thomas P. Lechner	Principal
Corliess Davis	Assistant Principal
Lisa Turner	Media Specilaist
Carolyn Sniffen	Reading Department Chair
Ashley Calvert	Reading Facilitator
Lori Guth	Guidance Counselor
Debbie Love	Gifted Teacher
Maria Dixey	Reading Teacher
	Science Teacher

Math Teacher
Social Studies Teacher
LA Teacher

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

The LLT will meet during the PLC time on Tuesdays from 8:30 – 9:00 a.m. The team will have a facilitator and a recorder. The facilitator will conduct the meetings and the recorder will take minutes for the meetings.

The LLT will create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

Support for text complexity

Support for instructional skills to improve reading comprehension

Ensuring 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

Support for implementation of common core State Standards for Literacy in Social Studies, Science, and Technical Subjects

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

The AVID WICOR strategies and the Common core Standards will be the main focus of the LLT this year.

Every Teacher Contributes to Reading Instruction

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

All teachers participate in the reading strategies and literacy trainings. The staff is also receiving training on the Common Core Standards. Reading Coaches are working with LA teachers as professional development. Reading data is utilized for all instructional staff members except math teachers.

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?

Every teacher post the Essential Questions for the lesson. The final question addresses the relevance of the lesson to the real world.

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

The 6th and 7th grade guidance counselors will work with the students and their parents to plan their middle school schedules. Every 8th grade student will develop a four year plan for high school to prepare them for graduation and readiness for college or career.

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	70%	62%	No	73%
American Indian				
Asian	78%		No	81%
Black/African American	40%	26%	No	46%
Hispanic	68%	57%	No	71%
White	73%	69%	No	76%
English language learners				
Students with disabilities	33%	22%	No	40%
Economically disadvantaged	58%	47%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	370	30%	40%
Students scoring at or above Achievement Level 4	421	34%	45%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	884	68%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	325	67%	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)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		50%

Postsecondary Readiness				
	2012 Actual #	2012 Actual %	2014 Target %	
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	[data excluded for privacy reasons]		0%	
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	53%	80%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%	
Area 3: Mathematics				
Elementary and Middle School Mathematics				
Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA				
Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	56%	No	70%
American Indian		40%		
Asian	82%	78%	No	84%
Black/African American	41%	22%	No	47%
Hispanic	61%	43%	No	65%
White	70%	62%	No	73%
English language learners				
Students with disabilities	30%	12%	No	37%
Economically disadvantaged	54%	38%	No	59%
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Achievement Level 3	387	31%	39%	
Students scoring at or above Achievement Level 4	308	25%	31%	
Florida Alternate Assessment (FAA)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		33%	
Students scoring at or above Level 7	[data excluded for privacy reasons]		67%	
Learning Gains				
	2013 Actual #	2013 Actual %	2014 Target %	
Learning Gains	748	60%	63%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	221	68%	71%	

Middle School Acceleration			
	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	213	25%	35%
Middle school performance on high school EOC and industry certifications	206	97%	100%
Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	40%	30%
Students scoring at or above Achievement Level 4	90	56%	70%
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>		5%
Students scoring at or above Achievement Level 4	45	86%	95%
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	103	24%	34%
Students scoring at or above Achievement Level 4	122	29%	34%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%
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)	5		7
Participation in STEM-related experiences provided for students	300	24%	30%

Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%
Area 7: Social Studies			
U.S. History End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Civics End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Area 8: Early Warning Systems			
Middle School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	190	15%	10%
Students who fail a mathematics course	56	4%	2%
Students who fail an English Language Arts course	16	1%	0%
Students who fail two or more courses in any subject	29	2%	1%
Students who receive two or more behavior referrals	171	14%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	250	20%	15%
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			
Increase Parent Involvement Volunteer Hours by 10%			
Increase number of parents logging into Portal and increase number of times logged into for the year			

Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
Volunteer Hours	8617	15%	25%
Parent Portal	712	54%	65%
Area 10: Additional Targets			
Description of additional targets			
To decrease the achievement gap for the African American students by twenty-five percent during the 2013-14 school year as determined by the FCAT tests given in April 2014.			
Specific Additional Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
African American Students	22	20%	45%

Goals Summary

Goal #1:

Increase the percentage of students' scoring at level 3 and above in Reading as measured by the FCAT (2014) from the current level of 62% to 70%. Increase the annual learning gains in Reading for the lowest 25% of students as measured by the FCAT (201

Goal #2:

Increase the percentage of 8th grade students scoring a level 3 and above on the FCAT Science by 10%, from 54% to 64% on the 2014 Science FCAT.

Goal #3:

To improve the number of students scoring a 3.5 score on the FCAT Writes test in February of 2014 from 53% to 80%.

Goal #4:

To increase learning gains by all students on the mathematics 2014 FCAT from 66% to 69%.

Goal #5:

Seventy percent of our students taking the Civics End of Course Exam in April 2014 will earn a passing score.

Goal #6:

To decrease the achievement gap for the African American students by twenty-five percent during the 2013-14 school year as determined by the FCAT tests given in April 2014.

Goals Detail

Goal #1:

Increase the percentage of students' scoring at level 3 and above in Reading as measured by the FCAT (2014) from the current level of 62% to 70%. Increase the annual learning gains in Reading for the lowest 25% of students as measured by the FCAT (201

Targets Supported

- Reading
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness

Resources Available to Support the Goal

- Analyze FAIR data to individualize instruction for students, focusing on skill weaknesses and capitalizing on strengths; Involve all students in the Achieve 3000 program. Use the FCAT Explorer program as at-home skills practice sessions.

Targeted Barriers to Achieving the Goal

- Lack of appropriate examples of text complexity; Insufficient CCCS-based instruction; Lack of differentiated instruction; Lack of student engagement; Lower level cognitive ability and decoding skills for the lower 25% of students scoring at levels 1 and 2 on the FCAT.; Insufficient intervention supports that address the varying needs of students across academic areas

Plan to Monitor Progress Toward the Goal

Action:

Students will set goals after FAIR cycles (Lexile, MAZE and Word Analysis Scores); Achieve 3000, FCAT Explorer; Students will have a variety of graphic organizers to use to help understand to help and process new information. Students will be expected

Person or Persons Responsible:

Grade level administrators; Content area teachers; Department Chairs; Reading teachers; Reading coach; Literacy team

Target Dates or Schedule:

During PLCs, department meetings, grade level and Literacy meetings, participants will decide to continue, modify or end strategies based on data.

Evidence of Completion:

Visual evidence in room of vocabulary instruction via Word Wall; Students using vocabulary words in writing Evidence of data folders/chats with students. number of student reading logs brought back on a daily basis. Evidence of book collections in classroom. Number of books being read by students that have characters that relate to their families' demographics.

Goal #2: Increase the percentage of 8th grade students scoring a level 3 and above on the FCAT Science by 10%, from 54% to 64% on the 2014 Science FCAT.

Targets Supported • Science - Middle School

Resources Available to Support the Goal • Professional Education in AVID/ WICOR and Common Core.

Targeted Barriers to Achieving the Goal • Science FCAT is only tested in grade 8.

Plan to Monitor Progress Toward the Goal

Action:

Throughout 2013/2014 school year, 9 week district science assessments, 6 week report cards, 2014 Science FCAT

Person or Persons Responsible:

Teachers, Guidance, Administration, ESE Case Manager

Target Dates or Schedule:

Throughout 2013/2014 School Year, 9 week district science assessments, 6 week report cards, 2014 Science FCAT

Evidence of Completion:

Data from "when" and "what" boxes.

Goal #3: To improve the number of students scoring a 3.5 score on the FCAT Writes test in February of 2014 from 53% to 80%.

Targets Supported

Resources Available to Support the Goal

- FCAT 2.0 Writing Test, Online Writing Assessment Program, Mock FCAT Writing Test in grades 6 and 7, writing about reading, WICOR/AVID strategies, Writing Club for Teachers, Writing Club for Students, Elaborated Paragraph Model, Freewriting and Quickwrites, Writing Portfolio, modeled writing, peer editing, using state-aligned rubrics.

Targeted Barriers to Achieving the Goal

- High absenteeism, students lack follow-through, lack of parental support/ transportation.

Plan to Monitor Progress Toward the Goal

Action:

Monitor baseline and mid-year data of Online Writing Assessment Program.

Person or Persons Responsible:

All Language Arts Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Sept 17-Oct 12, Nov 12-Jan 18.

Goal #4:

To increase learning gains by all students on the mathematics 2014 FCAT from 66% to 69%.

Targets Supported

- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Professional development

Targeted Barriers to Achieving the Goal

- Student motivation

Plan to Monitor Progress Toward the Goal

Action:

will analyze test scores/items from formative and informative assessments

Person or Persons Responsible:

teachers

Target Dates or Schedule:

after test

Evidence of Completion:

test data

Goal #5: Seventy percent of our students taking the Civics End of Course Exam in April 2014 will earn a passing score.

Targets Supported • Civics EOC

Resources Available to Support the Goal • Personnel, professional development opportunities, materials, schedules, curriculum, instruction, environment, school culture

Targeted Barriers to Achieving the Goal • Instructional strategies, scheduling, teachers' knowledge and skills, parental involvement, student motivation, school culture, alignment of instruction with standards

Plan to Monitor Progress Toward the Goal

Action:

Common assessments and DBQ's given. Analyze data and student work to determine if re-teaching is needed.

Person or Persons Responsible:

7th Grade Civics teachers

Target Dates or Schedule:

8/19/13-6/11/13

Evidence of Completion:

Data from common assessments, student work from DBQ's, lesson plans and Administration walkthroughs. Teacher appraisal results.

Goal #6: To decrease the achievement gap for the African American students by twenty-five percent during the 2013-14 school year as determined by the FCAT tests given in April 2014.

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - 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

- FAIR, Achieve 3000, and Culturally-diverse books in classroom libraries
- Online writing practice test (baseline and midyear), consistent use of WICOR and writing strategies throughout the day, grading writing assignments using FCAT Writes rubric.

- Targeted Barriers to Achieving the Goal**
- Lack of differentiated instruction; Lack of student engagement; Lower level cognitive abilities and decoding skills among levels one and two in reading.
 - Insufficient intervention supports to address the varying needs of struggling students, absenteeism, and previous low scores on FCAT Writing test

Plan to Monitor Progress Toward the Goal

Action:

Walk thoroughs and substantive feedback

Person or Persons Responsible:

Teachers and administrators

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

Substantive feedback and end of the year evaluations. Also, the results from the 2014 FCAT tests.

Action Plan for Improvement

- Goal #1:** Increase the percentage of students' scoring at level 3 and above in Reading as measured by the FCAT (2014) from the current level of 62% to 70%. Increase the annual learning gains in Reading for the lowest 25% of students as measured by the FCAT (201
- Barrier #1:** Lack of appropriate examples of text complexity; Insufficient CCCS-based instruction; Lack of differentiated instruction; Lack of student engagement; Lower level cognitive ability and decoding skills for the lower 25% of students scoring at levels 1 and 2 on the FCAT.; Insufficient intervention supports that address the varying needs of students across academic areas
- Strategy #1 to Overcome the Barrier** Align the efforts of the school-based leadership team (SBLT) to problem solve and support the implementation of the SIP reading goals; Develop action plans to enable content area teachers to build and assess literacy skills; establish systems to monitor.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Determine if lessons are aligned with course standards and benchmarks; and to the district/school pacing guides. Determines if lessons focus on essential learning objectives and goals.

Person or Persons Responsible:

AP who evaluates teachers

Target Dates or Schedule:

Walk-throughs and submitted lesson plans

Evidence of Completion:

Assessment data--Formative Assessments (e.g. FAIR, Achieve 3000) data, and Summative Assessments (e.g. FCAT).

Facilitator:

AVID instructors

Participants:

Entire instructional staff

Step #2 to Implement Strategy #1

Action:

Lessons focus on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcome. Determines student readiness for learning by connecting instructional objectives and goals to students' background. Focuses and refocuses class discussions by referring back to the learning goal/essential question. Uses explicit instruction; modeled instruction; guided practice with teacher support and feedback; guided practice with peer support and feedback; independent practice

Person or Persons Responsible:

Reading teachers

Target Dates or Schedule:

Ongoing progress monitoring of data: FAIR, Achieve 3000

Evidence of Completion:

Assessment data--Formative Assessments (e.g. FAIR, Achieve 3000) data, Summative Assessments (e.g. FCAT, unit tests. Uses a scale or a rubric that relates to the learning goal and posts for all students to see.

Step #3 to Implement Strategy #1

Action:

SBLT utilizes data to plan for a sufficient number and variety of intervention courses. Intervention and core teachers communicate and plan together regularly. Intervention curriculum is aligned with core instructional goals/objectives. Intervention strategies are reinforced in core classes.

Person or Persons Responsible:

School Based Leadership Team (SBLT)

Target Dates or Schedule:

Regularly scheduled SBLT meetings; classroom visits and walkthroughs; teachers' lesson plans

Evidence of Completion:

Evidence of core teachers and intervention teachers communicating and planning.

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

Action:

Implements high-yield instructional strategies; implements intensive decoding skills and lessons for struggling students; collects data to evaluate areas of weaknesses;; builds on reading skills mastered to increase higher order thinking skills.

Person or Persons Responsible:

AP who evaluates teacher; Reading department chair, Reading teachers, Literacy team, District reading coach

Target Dates or Schedule:

Walkthrough and lesson plans; PLC meetings; Literacy Team meetings;

Evidence of Completion

Evidence of: Teachers providing 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.

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

Action:

Content materials are differentiated by student interests, cultural background, prior knowledge of content and skill level; content materials are appropriately scaffolded to meet the needs of diverse learners, their learning readiness and specific learning

Person or Persons Responsible:

AP who evaluates teacher, Reading teacher, Reading coach, SBLT

Target Dates or Schedule:

Walkthrough; Teacher Appraisal Results; Standardized Test Data

Evidence of Completion:

Intervention and core teachers communicate and plan together regularly; Effectiveness of intervention courses are evaluated by reviewing student success in core courses.; Evidence of core teachers and intervention teachers communicating and planning; Lesson plans and walkthroughs.

Action Step(s) Missing for Goal #1, 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 #1

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 #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #1, 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 #1

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 #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #1:	Increase the percentage of students' scoring at level 3 and above in Reading as measured by the FCAT (2014) from the current level of 62% to 70%. Increase the annual learning gains in Reading for the lowest 25% of students as measured by the FCAT (201
Barrier #1:	Lack of appropriate examples of text complexity; Insufficient CCCS-based instruction; Lack of differentiated instruction; Lack of student engagement; Lower level cognitive ability and decoding skills for the lower 25% of students scoring at levels 1 and 2 on the FCAT.; Insufficient intervention supports that address the varying needs of students across academic areas
Strategy #4 to Overcome the Barrier	Increase instructional rigor.

Step #1 to Implement Strategy #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

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

Action:

Teachers provide formative assessment to inform differentiation in instruction. Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction.

Person or Persons Responsible:

AP who evaluates teacher; Reading teachers; Reading Coach;SBLT

Target Dates or Schedule:

Walkthroughs and lesson plans; Weekly PLC and SBLT meetings;

Evidence of Completion

School summary of observation section of teacher appraisal data. Student growth during 3 cycles of FAIR, Achieve 3000, FCAT (2014)

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

At regular PLC meeting, teachers and counselor should be made aware of any strategies that are not working in order to determine whether the problem is an issue of instruction or if the strategy needs to be changed.

**Action Step(s) Missing for Goal #1, Barrier #1, Strategy #5
Complete one or more action steps for this Strategy or de-select it**

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #1:	Increase the percentage of students' scoring at level 3 and above in Reading as measured by the FCAT (2014) from the current level of 62% to 70%. Increase the annual learning gains in Reading for the lowest 25% of students as measured by the FCAT (201
Barrier #1:	Lack of appropriate examples of text complexity; Insufficient CCCS-based instruction; Lack of differentiated instruction; Lack of student engagement; Lower level cognitive ability and decoding skills for the lower 25% of students scoring at levels 1 and 2 on the FCAT.; Insufficient intervention supports that address the varying needs of students across academic areas
Strategy #6 to Overcome the Barrier	Collect data to evaluate areas of weakness and build on reading skills mastered to increase higher order thinking skills.

Step #1 to Implement Strategy #6

Action:

SBLT will problem solve to help accomplish the SIP reading goals.

Person or Persons Responsible:

SBLT

Target Dates or Schedule:

2013-14 school year. The SBLT meets every other Thursday during 2nd period.

Evidence of Completion:

Completion of the problem solving process to analyze reading.

Step #2 to Implement Strategy #6

Action:

Post and review the lesson learning goal each class period.

Person or Persons Responsible:

All teachers

Target Dates or Schedule:

Every school day

Evidence of Completion:

Learning goals are posted and reviewed with the students during the lesson.

Step #3 to Implement Strategy #6 - Budget Item

Action:

Implement critical reading and writing strategies with the students

Person or Persons Responsible:

Reading and Language Arts teachers.

Target Dates or Schedule:

Every school day during their lessons.

Evidence of Completion:

Lesson plans document strategies.

Step #4 to Implement Strategy #6

Action:

Implement critical reading and writing strategies with the students

Person or Persons Responsible:

Reading and Language Arts teachers.

Target Dates or Schedule:

Every school day during their lessons.

Evidence of Completion:

Lesson plans document strategies.

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	Increase the percentage of 8th grade students scoring a level 3 and above on the FCAT Science by 10%, from 54% to 64% on the 2014 Science FCAT.
Barrier #1:	Science FCAT is only tested in grade 8.
Strategy #1 to Overcome the Barrier	Transitioned to comprehensive science curriculum. Implementation of AVID/ WICOR and Common Core strategies for reading, vocabulary, writing, math and technology.

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

Action:

9 week district science assessments, 6 week report card grades, Gap assessments, 2014 Science FCAT

Person or Persons Responsible:

Teachers, Guidance, Administration, ESE Case Manager

Target Dates or Schedule:

throughout the 2013/2014 school year

Evidence of Completion:

Data from "what" box.

Facilitator:**Participants:**

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

Action:

Unit Pre and Post Tests, Gap Assessments, District science assessments every 9 weeks in grades 6,7,8. 2014 Science FCAT, 6 week report Card Grades.

Person or Persons Responsible:

Science Teachers, Guidance, Administration, ESE Case Managers

Target Dates or Schedule:

Throughout the 2013/2014 school year.

Evidence of Completion

Data from previous "what" box.

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

Action:

Throughout 2013/2014 school year, 9 week district science assessments, 6 week report cards, 2014 Science FCAT

Person or Persons Responsible:

Teachers, Guidance, Administration, ESE Case Manager

Target Dates or Schedule:

Throughout 2013/2014 school year, 9 week district science assessments, 6 week report cards, 2014 Science FCAT

Evidence of Completion:

Data from "when" and "what" boxes.

Goal #3:	To improve the number of students scoring a 3.5 score on the FCAT Writes test in February of 2014 from 53% to 80%.
Barrier #1:	High absenteeism, students lack follow-through, lack of parental support/ transportation.
Strategy #1 to Overcome the Barrier	Training in new Online Writing Assessment Program, guided elaboration, AVID WICOR strategies, Writing Club for staff and students.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
 Training for new Online Writing Assessment Program

Person or Persons Responsible:
 8th Grade Language Arts Teachers

Target Dates or Schedule:
 October 12 and January 18

Evidence of Completion:
 Teacher-generated report.

Facilitator:

Participants:

Step #2 to Implement Strategy #1

Action:
 Writing Club for Staff

Person or Persons Responsible:
 All staff

Target Dates or Schedule:
 Ongoing

Evidence of Completion:
 Literary Anthology

Step #3 to Implement Strategy #1

Action:
 student creation of an ESE Student Newspaper

Person or Persons Responsible:
 ESE Department

Target Dates or Schedule:
 Twice per semester

Evidence of Completion:
 student participation, published product

Step #4 to Implement Strategy #1

Action:

Creation of IEP goals for FCAT level 1-2 readers reflective of present writing levels and grade level standards for writing.

Person or Persons Responsible:

ESE Department Case Managers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Finalized IEPs

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

Action:

After baseline and midyear assessments, all LA teachers evaluate data and adjust instruction to meet needs of students.

Person or Persons Responsible:

Department Chair, Principal, all Language Arts Teacher

Target Dates or Schedule:

Ongoing

Evidence of Completion

WICOR plans each six weeks.

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

Action:

Review all data from baseline and midyear writing assessment, writing portfolios, FCAT Writing test for 8th graders.

Person or Persons Responsible:

Department Chair, Principal, all Language Arts teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

AVID baseline and end-of-year data.

Goal #4:	To increase learning gains by all students on the mathematics 2014 FCAT from 66% to 69%.
Barrier #1:	Student motivation
Strategy #1 to Overcome the Barrier	Positive reinforcement, engaging activities, teacher rewards, display positive student achievements, classroom incentives

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Will continue to use positive incentives on a regular basis.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
throughout the year

Evidence of Completion:
Students will perform better on assessments.

Facilitator:

Participants:

Step #2 to Implement Strategy #1

Action:
Will find/utilize engaging real-life activities.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
throughout the year

Evidence of Completion:
Lesson plans (teachers), Increased test scores (Students)

Step #3 to Implement Strategy #1

Action:
creation of IEP goals for FCAT level 1-2 readers reflective of present levels and grade level standards for math

Person or Persons Responsible:
ESE Case Managers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Finalized IEP's

Step #4 to Implement Strategy #1

Action:

classroom support/remediation of skills, small group work/testing

Person or Persons Responsible:

ESE Support Facilitation Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

support facilitation logs, student classwork grades

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

Action:

Will track hawk ticket/flight card numbers every six weeks. Share at PLC's

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

throughout the year

Evidence of Completion

Review data.

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

Action:

will conduct surveys

Person or Persons Responsible:

teachers

Target Dates or Schedule:

every semester

Evidence of Completion:

data from surveys

Goal #5:	Seventy percent of our students taking the Civics End of Course Exam in April 2014 will earn a passing score.
Barrier #1:	Instructional strategies, scheduling, teachers' knowledge and skills, parental involvement, student motivation, school culture, alignment of instruction with standards
Strategy #1 to Overcome the Barrier	Increased professional development, scheduling adjustments, increased communication with parents, positive incentives for students to increase motivation, consistent discipline, following the Civics course outline, ESE support

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

Action:

Increased professional development through district wide training, positive strategies used in the classroom, red book for discipline, use of the course outline and common assessments.

Person or Persons Responsible:

7th Grade Civics teachers

Target Dates or Schedule:

8/19/13-6/11/13 (School year)

Evidence of Completion:

Data from common assessments, analyzing writing and knowledge from DBQ's/showing growth in writing and content knowledge. Lesson plans. Administration walkthroughs, and teacher appraisal.

Facilitator:**Participants:**

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

Action:

Common assessments given throughout the school year, DBQ's given a minimum of 3 times throughout the school year. Lesson plans. Administrative walkthroughs.

Person or Persons Responsible:

7th Grade Civics teachers

Target Dates or Schedule:

8/19/13-6/11/13 (School year)

Evidence of Completion

Data from common assessments showing student retention, DBQ's showing growth in writing in content area. Administration walkthroughs. Teacher appraisal results.

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

Action:

Data from common assessments and growth on DBQ's will be analyzed and material recovered if needed.

Person or Persons Responsible:

7th Grade Civics teachers

Target Dates or Schedule:

8/19/13-6/11/13 (Throughout the school year)

Evidence of Completion:

Data from common assessments, student work on DBQ's. Lesson plans. Administration walkthroughs and teacher appraisal results.

Goal #6:	To decrease the achievement gap for the African American students by twenty-five percent during the 2013-14 school year as determined by the FCAT tests given in April 2014.
Barrier #1:	Lack of differentiated instruction; Lack of student engagement; Lower level cognitive abilities and decoding skills among levels one and two in reading.
Strategy #1 to Overcome the Barrier	Build on skills mastered to increase higher-order thinking skills; Classroom teachers and SBLT utilize data to plan intervention curriculum; Interventions are integrated and aligned in core classes

Step #1 to Implement Strategy #1 - Budget Item

Action:
Intervention strategies and small groups

Person or Persons Responsible:
All teachers

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
FCAT scores

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

Action:
Walk throughs and substantive feedback

Person or Persons Responsible:
All teachers and administrators

Target Dates or Schedule:
Throughout the school year.

Evidence of Completion
Substantive Feedback and end of year evaluations

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

Action:
Walk throughs and substantive feedback

Person or Persons Responsible:
Teachers and administrators.

Target Dates or Schedule:
Throughout the school year

Evidence of Completion:
Substantive feedback and end of year evaluations.

**Action Step(s) Missing for Goal #6, 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 #6

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 #6

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #6, 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 #6

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 #6

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #6, 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 #6

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 #6

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

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

Our Behavior Specialist for our EBD program is federally funded. The Behavior Specialist supervises the behavioral strategies utilized in our EBD units. The specialist works very closely with the EBD teachers, TSA/Compliance, school psychologist, and the school social worker.

We also have two GPS dropout prevention units to reduce dropouts. We utilize one of the units in seventh grade and the other unit in eighth grade. The GPS teachers instruct the students in the core content subject areas. The GPS students receive their elective classes in the regular setting.

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 #1: Increase the percentage of students' scoring at level 3 and above in Reading as measured by the FCAT (2014) from the current level of 62% to 70%. Increase the annual learning gains in Reading for the lowest 25% of students as measured by the FCAT (2014)

Barrier #1: Lack of appropriate examples of text complexity; Insufficient CCCS-based instruction; Lack of differentiated instruction; Lack of student engagement; Lower level cognitive ability and decoding skills for the lower 25% of students scoring at levels 1 and 2 on the FCAT.; Insufficient intervention supports that address the varying needs of students across academic areas

Strategy #1: Align the efforts of the school-based leadership team (SBLT) to problem solve and support the implementation of the SIP reading goals; Develop action plans to enable content area teachers to build and assess literacy skills; establish systems to monitor.

Action Step #1: Determine if lessons are aligned with course standards and benchmarks; and to the district/school pacing guides. Determines if lessons focus on essential learning objectives and goals.

Facilitator leader

AVID instructors

Participants

Entire instructional staff

Target dates or schedule

Walk-throughs and submitted lesson plans

Evidence of Completion and Person Responsible for Monitoring

Assessment data--Formative Assessments (e.g. FAIR, Achieve 3000) data, and Summative Assessments (e.g. FCAT).

(Person Responsible: AP who evaluates teachers)

Goal #2: Increase the percentage of 8th grade students scoring a level 3 and above on the FCAT Science by 10%, from 54% to 64% on the 2014 Science FCAT.

Barrier #1: Science FCAT is only tested in grade 8.

Strategy #1: Transitioned to comprehensive science curriculum. Implementation of AVID/ WICOR and Common Core strategies for reading, vocabulary, writing, math and technology.

Action Step #1: 9 week district science assessments, 6 week report card grades, Gap assessments, 2014 Science FCAT

Facilitator leader**Participants****Target dates or schedule**

throughout the 2013/2014 school year

Evidence of Completion and Person Responsible for Monitoring

Data from "what" box.

(Person Responsible: Teachers, Guidance, Administration, ESE Case Manager)

Goal #3: To improve the number of students scoring a 3.5 score on the FCAT Writes test in February of 2014 from 53% to 80%.

Barrier #1: High absenteeism, students lack follow-through, lack of parental support/transportation.

Strategy #1: Training in new Online Writing Assessment Program, guided elaboration, AVID WICOR strategies, Writing Club for staff and students.

Action Step #1: Training for new Online Writing Assessment Program

Facilitator leader

Participants

Target dates or schedule

October 12 and January 18

Evidence of Completion and Person Responsible for Monitoring

Teacher-generated report.

(Person Responsible: 8th Grade Language Arts Teachers)

Goal #4: To increase learning gains by all students on the mathematics 2014 FCAT from 66% to 69%.

Barrier #1: Student motivation

Strategy #1: Positive reinforcement, engaging activities, teacher rewards, display positive student achievements, classroom incentives

Action Step #1: Will continue to use positive incentives on a regular basis.

Facilitator leader

Participants

Target dates or schedule

throughout the year

Evidence of Completion and Person Responsible for Monitoring

Students will perform better on assessments.

(Person Responsible: Teachers)

Goal #5: Seventy percent of our students taking the Civics End of Course Exam in April 2014 will earn a passing score.

Barrier #1: Instructional strategies, scheduling, teachers' knowledge and skills, parental involvement, student motivation, school culture, alignment of instruction with standards

Strategy #1: Increased professional development, scheduling adjustments, increased communication with parents, positive incentives for students to increase motivation, consistent discipline, following the Civics course outline, ESE support

Action Step #1: Increased professional development through district wide training, positive strategies used in the classroom, red book for discipline, use of the course outline and common assessments.

Facilitator leader

Participants

Target dates or schedule

8/19/13-6/11/13 (School year)

Evidence of Completion and Person Responsible for Monitoring

Data from common assessments, analyzing writing and knowledge from DBQ's/showing growth in writing and content knowledge. Lesson plans. Administration walkthroughs, and teacher appraisal.

(Person Responsible: 7th Grade Civics teachers)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Total
	\$0	\$0
Total	\$0	\$0

Budget Detail

Goal #1: Increase the percentage of students' scoring at level 3 and above in Reading as measured by the FCAT (2014) from the current level of 62% to 70%. Increase the annual learning gains in Reading for the lowest 25% of students as measured by the FCAT (201

Barrier #1: Lack of appropriate examples of text complexity; Insufficient CCCS-based instruction; Lack of differentiated instruction; Lack of student engagement; Lower level cognitive ability and decoding skills for the lower 25% of students scoring at levels 1 and 2 on the FCAT.; Insufficient intervention supports that address the varying needs of students across academic areas

Strategy #6: Collect data to evaluate areas of weakness and build on reading skills mastered to increase higher order thinking skills.

Action Step #3: Implement critical reading and writing strategies with the students

Resource Type Evidence-Based Program

Resource

Funding Source

Amount Needed

Goal #2: Increase the percentage of 8th grade students scoring a level 3 and above on the FCAT Science by 10%, from 54% to 64% on the 2014 Science FCAT.

Barrier #1: Science FCAT is only tested in grade 8.

Strategy #1: Transitioned to comprehensive science curriculum. Implementation of AVID/ WICOR and Common Core strategies for reading, vocabulary, writing, math and technology.

Action Step #1: 9 week district science assessments, 6 week report card grades, Gap assessments, 2014 Science FCAT

Resource Type Evidence-Based Program

Resource

Funding Source

Amount Needed

Goal #5: Seventy percent of our students taking the Civics End of Course Exam in April 2014 will earn a passing score.

Barrier #1: Instructional strategies, scheduling, teachers' knowledge and skills, parental involvement, student motivation, school culture, alignment of instruction with standards

Strategy #1: Increased professional development, scheduling adjustments, increased communication with parents, positive incentives for students to increase motivation, consistent discipline, following the Civics course outline, ESE support

Action Step #1: Increased professional development through district wide training, positive strategies used in the classroom, red book for discipline, use of the course outline and common assessments.

Resource Type Evidence-Based Program

Resource

Funding Source

Amount Needed

Goal #6: To decrease the achievement gap for the African American students by twenty-five percent during the 2013-14 school year as determined by the FCAT tests given in April 2014.

Barrier #1: Lack of differentiated instruction; Lack of student engagement; Lower level cognitive abilities and decoding skills among levels one and two in reading.

Strategy #1: Build on skills mastered to increase higher-order thinking skills; Classroom teachers and SBLT utilize data to plan intervention curriculum; Interventions are integrated and aligned in core classes

Action Step #1: Intervention strategies and small groups

Resource Type Evidence-Based Program

Resource

Funding Source

Amount Needed