

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: 4631 - Thurgood Marshall Fundamental
District: 52 - Pinellas
Principal: Dr. Solomon J. Lowery
SAC Chair: Dana Douglas
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>
	3901 22ND AVE S St Petersburg, FL 33711	3901 22ND AVE S St Petersburg, FL 33711
Phone Number:	727-522-1737	
Web Address:	http://www.marshall-ms.pinellas.k12.fl.us	
Email Address:	4631.principal@pcsb.org	

School Type:	Middle School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	39%			
Minority:	48%			
School Grade History:	<u>2012-13</u> A	<u>2011-12</u> A	<u>2010-11</u> A	<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 Thurgood Marshall Fundamental	
Principal's name Dr. Solomon J. Lowery	
School Advisory Council chair's name Dana Douglas	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Dr. Solomon J. Lowery	Principal
Amanda Weinberg	Asst. Principal
Zanetta Robinson	Literacy Coach
Peter Hynes	Related Arts Dept. Chair
Kerry Giordano	Soc. Studies Dept. Chair
Marissa McCarthy	Math Dept. Chair
Susan Houser	Reading/Lang. Arts Dept. Chair
Kendra Brown	Music Dept. Chair
Angela Beane	Science Dept. Chair
Iris Williams	Soc. Worker
Mary Whitlow	Psychologist
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	
Solomon Lowery Principal	
Dana Douglas SAC Chairperson	
Sean Singh	
Andrew Ramirez Instructional Staff	
Glenda Booth School Support Staff	
7th Grade Parents	
Patrice Moore	
Leslie Ward	
Jennifer Crockett	
Lisa Russell	
8th Grade Parents	
Sandra Coburn	
Louise Peterson	
Joseph Amoriello	
*6th Grade Parents will be seated during the September SAC meeting	

<p>Describe the involvement of the SAC in the development of this school improvement plan SAC reviews the SIP draft provide feedback, determine if the allocated funds are appropriately budgeted to support students achievement, school VISION/Mission, aligns with District Strategic Plan Goals, and approval of the plan.</p>
<p>Describe the activities of the SAC for the upcoming school year Monthly presentations curriculum dept. Participation in meet the Legislator Review of SIP School performance data presentation from Principal</p>
<p>Describe the projected use of school improvement funds and include the amount allocated to each project 1. \$2482.00 - TDE's to cover the costs of Temporary Duty Elsewhere (TDE's) for professional development. 2. \$2482.00 - Technology 3. \$2482.00 - Student support services, remediation, and incentives</p>
<p>Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below In Compliance</p>
<p>If no, describe the measures being taken to comply with SAC requirements</p>
<p>Highly Qualified Staff This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p>Administrators</p>
<p># Administrators 2</p>
<p># Receiving Effective rating or higher (not entered because basis is < 10)</p>
<p>Administrator Information:</p>

Dr. Solomon J. Lowery		
Principal	Years as Administrator: 6	Years at Current School: 1
Credentials	Ed.D. Education Leadership (K-12), Argosy University; M.Ed. Education Leadership (K-12), National-Louis University; B.S. Criminal Justice, Florida A&M University, Certification: Education Leadership (All Levels), Middle Grades Social Science (5-9)	
Performance Record	<p>2012-2013 Grade: A, , Reading Mastery: 73% Math Mastery: 66% Writing Mastery: 60% Science: 66% Reading Learning Gains: 69% Math Learning Gains: 62% Reading Lowest 25%: 62% Math Lowest 25%: 51%</p> <p>2011-2012 Grade: A, Reading Mastery: 74% Math Mastery: 68% Writing Mastery: 78% Science: 60% Reading Learning Gains: 72% Math Learning Gains: 70% Reading Lowest 25%: 63% Math Lowest 25%: 57%</p> <p>Assistant Principal, Boca Ciega High School 2010-2011 : Grade: C, Reading Mastery: 35%, Math Mastery: 66%, Writing Mastery: 74%, Science: 30%, Reading Learning Gains: 41%, Math Learning Gains: 80%, Reading Lowest 25%: 45%, Math Lowest 25%: 74%, 79% of subgroups made AYP.</p> <p>Assistant Principal, Azalea Middle School 2009-2010: Grade: *, Reading Mastery: 48%, Math Mastery: 41%, Writing Mastery: 84%, Science Mastery: 22%, Reading Learning Gains: 57%, Math Learning Gains: 64%, Reading Lowest 25% Learning Gains: 69%, Math Lowest 25% Learning Gains: 70%. AYP: 74% Criteria met. White, Black, ED, & SWD did not make AYP in Reading or Math.</p> <p>2008-2009: Grade: C 2007-2008: Grade: C 2006-2007: Grade: C</p>	

Amanda Weinberg		
Asst Principal	Years as Administrator: 0	Years at Current School: 4
Credentials	M.Ed. Educational Leadership (K-12), University of South Florida, B.A., Secondary Science Education, Youngstown State; Certifications: Gifted Endorsement, Science, Grades 6-12, Elementary Education, Secondary Earth/Space Science 6-12	
Performance Record	2012-2013 Grade: A, , Reading Mastery: 73% Math Mastery: 66% Writing Mastery: 60% Science: 66% Reading Learning Gains: 69% Math Learning Gains: 62% Reading Lowest 25%: 62% Math Lowest 25%: 51%	
Instructional Coaches		
# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Zenetta Robinson		
Part-time / District-based	Years as Coach: 0	Years at Current School: 10
Areas	Reading/Literacy	
Credentials	B.A., Communications with Writing Emphasis, Columbus State University, M.P.W., Chatham University; Certifications – English (6-12), Elementary Education (1-6), ESOL (K-12), Reading (120 hours)	
Performance Record	2012-2013 Grade: A, , Reading Mastery: 73% Math Mastery: 66% Writing Mastery: 60% Science: 66% Reading Learning Gains: 69% Math Learning Gains: 62% Reading Lowest 25%: 62% Math Lowest 25%: 51%	
Classroom Teachers		
# of classroom teachers 63		
# receiving effective rating or higher 61, 97%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 92%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 59, 94%		
# ESOL endorsed 5, 8%		
# reading endorsed 12, 19%		
# with advanced degrees 31, 49%		

National Board Certified 5, 8%
first-year teachers 3, 5%
with 1-5 years of experience 21, 33%
with 6-14 years of experience 22, 35%
with 15 or more years of experience 17, 27%
Education Paraprofessionals
of paraprofessionals 5
Highly Qualified, as defined in 20 U.S.C. § 6319(c) 4, 80%
Other Instructional Personnel
of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 0
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. Participation in annual Job Fair New Teacher mentor program in place to support new staff members (ongoing). Requiring all staff to attain appropriate credentialing as a condition of employment. Specialize attraction programs offered at school.</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 All new candidate to teaching and new candidates to our school are provided a mentor to ensure a successful transition into our school family. We participate in our district Transition-to-Teaching program as a means to attain both district and site based support. Teachers are paired with veteran teachers as a measure taken to reassure the fidelity of the pairings. However, there are instances in which we must place new teachers with someone outside their content area.</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 -Facilitator – generates agenda and leads team discussions -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data</p>

- Technology Specialist – brokers technology necessary to manage and display data
 - 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
 - Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda
- Meeting time:

The School Based Instructional Leadership Team meets on a weekly basis to also include the School Based Response to Intervention Team. The school based Tier I leadership team reviews and screens data to identify struggling students through FAIR testing and Florida DOE differentiated accountability assessments. The team reviews progress monitoring data by grade level, teacher and subject areas to identify students who are at moderate to high risk for not meeting benchmarks and learning expectations. The school based RtI Leadership Team will collaborate regularly, problem solve, share effective practices, evaluate implementation of initiatives, made decisions and continue to increase the awareness of effective instructional practices through on-going faculty meetings.

The school based RtI Leadership Team is involved in the development and implementation of the school improvement plan by providing the SIP writing team with their recommendations of establishing FCAT reading, Writing, and Math supports.

- Our Guidance Department works with our struggling to implement wrap around services through participation in Achievement Groups.
- Individualized Goals are set for students and ongoing progress monitoring (each grading period) is our instrument utilized to gauge overall effectiveness.
- Fundamental Essentials, ELP, Tutoring, AVID, and academic competitions are an additional support for student academic success.

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

- Administration - Pull pertinent data reports for review, distribution, and creation of action plans.
- Guidance - Assist with performance data reports, class placement/academic performance review, and progress monitoring
- Dept. Chairs - Align department goals with District and School Vision/Mission/SIP.
- Social Worker - Work with families to provide social services and support.
- Psychologist - Provided necessary testing, review of disabilities (when needed) and alignment of interventions
- Literacy Coach - Provide individualized pull out services, teacher support, and modeling of best practices
- V.E. Liaison - Align wrap around services with students' IEP

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

- Classroom visitation database documents trends of best practices and fidelity school wide.
- Common Assessments are used to gauge student status and predict success rate on standardized assessments.
- Benchmark Assessments are used to gauge student status and predict success rate on standardized assessments. This assessment also provides reports utilized for ongoing progress monitoring and remediation based on areas the student(s) struggle in.
- Conferences are used to communicate plans with stakeholders and bridge the gap between home/ school.
- Progress reports and Grades are used to identify how student(s) are performing and to gauge the effectiveness of the support systems put in place.
- Student progression on the MTSS Chart

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)

Attendance is used to identify students who exhibit truancy issues.
 Student grades are used to identify the affect of the supports put in place
 Intensive classes, tutoring, detention, demerits and student engagement are used to analyze school wide trends or individual student status.

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

We facilitate parent workshops and regular staff meetings in which data is reviewed to make data driven decisions. We also utilize visual aides to delineate the levels of support and the students who fall in each area of the MTSS continuum.

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: 9,000

Strategy Purpose(s)

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

Strategy Description

Tutoring, remediation, and course recovery in core content areas.

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

Participation in ELP, tutoring, achievement groups, and student information sessions.

Who is responsible for monitoring implementation of this strategy?

Administration and Guidance

Literacy Leadership Team (LLT)

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

Name	Title
Solomon Lowery	Principal
Amanda Weinberg	Asst. Principal
Kendra Banks	Music Dept. Chair
Zenetta Robinson	Literacy Coach

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

School based LLT meets weekly to align school wide literacy efforts. Our Literacy Coach supports, models, observes, and provides feedback to teachers on exemplar lessons. Administration supports this initiative by providing resources, professional development, data reviews/chats, and ongoing progress monitoring. Dept. Chairs reiterate our commitment to Literacy during their Dept. meetings while soliciting feedback for review.

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

Grammar, Complex text, Literacy, and Persuasive writing.

Every Teacher Contributes to Reading Instruction

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

We have AVID school wide as one of our school initiatives. Additionally, all students on our campus takes Reading/Literacy as a means to enhance reading, writing, and vocabulary/grammar skills.

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

N/A due to grade level reflected above.

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?

We have literacy, engineering, and robotics school wide. These initiatives are embedded in cross curricular academia.

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?

Our school participates in the Epep career planning. This year we will participate in ReadStep assessment/career planning. Counselors facilitate groups on college and career readiness planning quarterly.

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

Our counselors utilize a number of resources to align our efforts with our feeder elementary and high schools. Administration works with pertinent personnel to ensure rigorous curriculum with diverse options are available. We also offer honors and advanced courses to challenge our highest performing students. Academic competitions are an additional arena to reinforce school wide efforts.

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	75%		No	78%
American Indian				
Asian	86%		No	87%
Black/African American	54%		No	59%
Hispanic	88%		No	89%
White	87%		No	88%
English language learners				
Students with disabilities	44%		No	50%
Economically disadvantaged	61%		No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	235	26%	36%
Students scoring at or above Achievement Level 4	421	47%	44%

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)	590	69%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	238	62%	

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>		100%
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>		100%

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	294	60%	65%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%	
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	69%		No	72%
American Indian				
Asian	95%		No	96%
Black/African American	42%		No	48%
Hispanic	90%		No	91%
White	83%		No	84%
English language learners				
Students with disabilities	37%		No	43%
Economically disadvantaged	53%		No	57%
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Achievement Level 3	258	29%	39%	
Students scoring at or above Achievement Level 4	303	34%	44%	
Florida Alternate Assessment (FAA)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%	
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%	
Learning Gains				
	2013 Actual #	2013 Actual %	2014 Target %	
Learning Gains	899	62%	70%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	262	51%	60%	

Middle School Acceleration			
	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	300	33%	35%
Middle school performance on high school EOC and industry certifications	300	90%	95%
Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	234	46%	50%
Students scoring at or above Achievement Level 4	234	42%	47%
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	27%	32%
Students scoring at or above Achievement Level 4	66	67%	72%
Area 4: Science			
Elementary School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
Middle School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	297	24%	30%
Students scoring at or above Achievement Level 4	297	41%	46%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%
Area 5: Science, Technology, Engineering, and Mathematics (STEM)			

All Levels			
	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		10
Participation in STEM-related experiences provided for students	270	32%	50%
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			
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%
Area 8: Early Warning Systems			
Elementary School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%
Middle School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	46	5%	40%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	119	12%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	61	6%	4%
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			

We are a Fundamental school which requires parent attendance at PTSA each semester.			
Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
PTSA Attendance	913	97%	100%
Area 10: Additional Targets			
Description of additional targets			
N/A			
Specific Additional Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
N/A	0	0%	0%

Goals Summary	
Goal #1:	1-100% of students make gains in standardized testing.
Goal #2:	2. Full implementation of CCSS in all curriculum areas.
Goal #3:	3. Promote grade level collaboration.
Goal #4:	4. Provide professional development to assist teachers in reaching the highly effective rating on teacher evaluation.
Goals Detail	
Goal #1:	1-100% of students make gains in standardized testing.

- 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
 - EWS
 - EWS - Elementary School
 - EWS - Middle School
 - EWS - High School
 - EWS - Graduation

Resources Available to Support the Goal

- 1-CCSS blended pacing 2-PARC style assessment 3-Funding 4-Tutoring 5-ELP 5-Fundamental Essentials 6-Online tutoring KHAN Academy 7-School supplies for those in need 8-Supplemental materials 9-Edx.org-free content PD 10-Staff Meetings 11-PLC/Department Meeting 12-AVID 13-Diffrenciated Instruction 14-Collaborative Teaching 15-Project Based Learning

Targeted Barriers to Achieving the Goal • 1-Lack of collaboration 2-Lack of parent/student motivation or buy in 3- Lack of teacher motivation and or buy in 4-Access to technology 5-Lack of material resources (labs) 6-Teacher professional development funding

Plan to Monitor Progress Toward the Goal

Action:

Progress Monitoring

Person or Persons Responsible:

Department Chairs/Administration/Guidance

Target Dates or Schedule:

According to county guidelines

Evidence of Completion:

data analysis

Goal #2: 2. Full implementation of CCSS in all curriculum areas.

- Targets Supported**
- Reading
 - Reading - AMO's
 - Reading - FCAT2.0
 - Reading - FAA
 - Reading - Learning Gains
 - Reading - CELLA
 - Reading - Postsecondary Readiness
 - Writing
 - Math
 - Math - Elementary and Middle School
 - Math - Elementary and Middle AMO's
 - Math - Elementary and Middle FCAT 2.0
 - Math - Elementary and Middle FAA
 - Math - Elementary and Middle Learning Gains
 - Math - Middle School Acceleration
 - 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
 - EWS
 - EWS - Elementary School
 - EWS - Middle School
 - EWS - High School
 - EWS - Graduation

Resources Available to Support the Goal

- 1-CCSS blended pacing 2-PARC style assessment 3-Funding 4-Tutoring 5-ELP 5-Fundamental Essentials 6-Online tutoring KHAN Academy 7-School supplies for those in need 8-Supplemental materials 9-Edx.org-free content PD 10-Staff Meetings 11-PLC/Department Meeting 12-AVID 13-Diffrenciated Instruction 14-Collaborative Teaching 15-Project Based Learning

**Targeted Barriers
to Achieving the
Goal**

Plan to Monitor Progress Toward the Goal

Action:

Lesson Plan reviews

Person or Persons Responsible:

Administration

Target Dates or Schedule:

bi-weekly

Evidence of Completion:

plan analysis

Goal #3: 3. Promote grade level collaboration.

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
- EWS
 - EWS - Elementary School
 - EWS - Middle School
 - EWS - High School
 - EWS - Graduation

Resources Available to Support the Goal

- 1-CCSS blended pacing 2-Funding 3-Supplemental materials 4-Staff Meetings 5-PLC/Department Meeting 6-AVID 7-Project Based Learning

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Action:

Grade level PLCs

Person or Persons Responsible:

All Instructional Staff

Target Dates or Schedule:

Monthly

Evidence of Completion:

Positive student growth noted through progress monitoring data.

Goal #4:

4. Provide professional development to assist teachers in reaching the highly effective rating on teacher evaluation.

- 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
 - EWS
 - EWS - Elementary School
 - EWS - Middle School
 - EWS - High School
 - EWS - Graduation

Resources Available to Support the Goal

- Grant Writing

Targeted Barriers to Achieving the Goal

- Funding Time Teacher Knowledge

Plan to Monitor Progress Toward the Goal

Action:

Provide professional development opportunities.

Person or Persons Responsible:

Literacy Coach, School Based Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

attendance rosters

Action Plan for Improvement

Goal #1:

1-100% of students make gains in standardized testing.

Barrier #1:

1-Lack of collaboration 2-Lack of parent/student motivation or buy in 3- Lack of teacher motivation and or buy in 4-Access to technology 5-Lack of material resources (labs) 6-Teacher professional development funding

Strategy #1 to Overcome the Barrier

Professional Development

Step #1 to Implement Strategy #1 - Budget Item

Action:

Pro Ed

Person or Persons Responsible:

Instructional Staff

Target Dates or Schedule:

as needed

Evidence of Completion:

attendance roster

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #1:	1-100% of students make gains in standardized testing.
Barrier #1:	1-Lack of collaboration 2-Lack of parent/student motivation or buy in 3- Lack of teacher motivation and or buy in 4-Access to technology 5-Lack of material resources (labs) 6-Teacher professional development funding
Strategy #2 to Overcome the Barrier	Program Materials

Step #1 to Implement Strategy #2 - Budget Item

Action:

evidence based program materials and rewards

Person or Persons Responsible:

All Staff

Target Dates or Schedule:

as needed

Evidence of Completion:

depletion of consumables

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:

Goal #4:	4. Provide professional development to assist teachers in reaching the highly effective rating on teacher evaluation.
Barrier #1:	Funding Time Teacher Knowledge
Strategy #1 to Overcome the Barrier	PD Opportunity

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

PD Opportunity

Person or Persons Responsible:

Instructional Staff

Target Dates or Schedule:

Monthly

Evidence of Completion:

Sign in sheets

Facilitator:

Participants:

Instructional Staff

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

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

N/A

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 #4: 4. Provide professional development to assist teachers in reaching the highly effective rating on teacher evaluation.

Barrier #1: Funding Time Teacher Knowledge

Strategy #1: PD Opportunity

Action Step #1: PD Opportunity

Facilitator leader

Participants

Instructional Staff

Target dates or schedule

Monthly

Evidence of Completion and Person Responsible for Monitoring

Sign in sheets

(Person Responsible: Instructional Staff)

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

Goal	Description	Total
Goal #1	1-100% of students make gains in standardized testing.	\$7,444
	Total	\$7,444

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Total
SIP	\$7,444	\$7,444
Total	\$7,444	\$7,444

Budget Detail

Goal #1: 1-100% of students make gains in standardized testing.

Barrier #1: 1-Lack of collaboration 2-Lack of parent/student motivation or buy in 3- Lack of teacher motivation and or buy in 4-Access to technology 5-Lack of material resources (labs) 6-Teacher professional development funding

Strategy #1: Professional Development

Action Step #1: Pro Ed

Resource Type Evidence-Based Program
Resource Materials/Supplies, Substitute Teachers, Technology, Workshops
Funding Source SIP
Amount Needed \$3,722

Strategy #2: Program Materials

Action Step #1: evidence based program materials and rewards

Resource Type Evidence-Based Program
Resource CCSS materials, web based materials, book study materials, student reward system
Funding Source SIP
Amount Needed \$3,722