

School Improvement Plan

2015-2016

Calvin A Hunsinger

Michael A. Grego, Ed.D.
Superintendent



Table of Contents

Part I: Current School Status

School Information

School Advisory Council (SAC)

Leadership Team

Public and Collaborative Teaching

Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

Ambitious Instruction and Learning

Literacy Leadership Team (LLT)

Part II: Expected Improvements/Needs Assessment

Area 1: English Language Arts (Reading)

Area 2: English Language Arts (Writing)

Area 3: Mathematics

Area 4: Science

Area 5: Science, Technology, and Mathematics (STEM)

Area 6: Career and Technical Education (CTE)

Area 7: Social Studies

Area 8: Early Warning Systems

Area 9: Black Student Achievement

Area 10: Family and Community Involvement

Area 11: Additional Targets

Part III: Professional Development

Part IV: Coordination and Integration

Part V: Budget

Part VI: Mid-Year Reflection

2015-2016

School Improvement Plan

| PART I | | CURRENT SCHOOL STATUS |
|--|---|---------------------------------|
| Section A | | School Information |
| School Name Calvin A Hunsinger | Principal's First Name Douglas | Principal's Last Name Keimig |
| School Advisory Council Chair's First Name Mary | School Advisory Council Chair's Last Name Wong | |

SCHOOL VISION - What is your school's vision statement?

Our teachers strive to help every student learn both social and academic skills necessary to make positive choices for a successful future.

SCHOOL MISSION - What is your school's mission statement?

The staff of Calvin Hunsinger School believes that our mission is to provide students a quality education in a safe environment that will facilitate each student's academic, emotional and social development.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Parent surveys are sent home with students quarterly; these surveys provide information to the school regarding the students' home lives. By repeating the survey during the school year, the school remains pro-active regarding changes in our students' lives. Parents of students at Calvin Hunsinger are encouraged to visit the classrooms and have open communication with their child's teachers. Attendance calls are made daily in the event of an absence and social workers make home visits if the need arises. The staff have established open communication with our students due to the low teacher/pupil ratio.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

Every effort will be made to provide a safe learning environment for students. The therapeutic rapport between staff and students is essential for students to make learning gains. The students at Calvin Hunsinger school respond to a positive, respectful approach as opposed to a negative one. The entire staff is responsible for setting this positive tone throughout the school. All staff members are trained in CPI I, and our crisis team is trained in CPI 2. Crisis Prevention Intervention teaches staff how to respond appropriately to student behaviors. All school staff also receive training in Trauma Informed Care and Positive Behavior Supports.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Calvin Hunsinger has a detailed behavior system. The SPLASH school-wide expectations represent the minimum behavior expectations required for a successful participation in the educational process. The five school wide expectations and corresponding classroom rules are: 1. Participate academically 2. Respect self and others. 3. Interact appropriately 4. Do your best 5. Engage in problem solving. Students at our school require a high degree of structure to facilitate learning and appropriate behavior, it is an expectation that the staff provides an organized learning environment that addresses the following domains: 1. Physical arrangement of classroom 2. Schedule 3. Procedure 4. Transitions 5. Levels of conversation 6. Assistance/Help 7. Movement within classroom (CHAMPs training).

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Calvin Hunsinger has four full time behavior specialists, five social workers and a psychologist who are available to students. Students are provided with one on one and small group counseling sessions. We have a process in place for students to request to speak to a preferred staff member when they feel in need of extra guidance and each student is matched with at least one Check and Connect staff

member.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

| SAC Member First Name | SAC Member Last Name | SAC Member Stakeholder Group |
|-----------------------|----------------------|------------------------------|
| Douglas | Keimig | Principal |
| Mary | Wong | Social Worker |
| Maria | Gomes | Support |
| Keisha | Murray | Parent |
| Tina | Lara | Parent |
| Zenobia | Jones | Parent |
| George | Pearson | Parent |
| Jill | Bouchard | Parent |
| Carmen | Newcome | Parent |
| John | Ficca | Business |
| Barbara | Mienik | Parent |

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

The school improvement plan for the 2014-2015 school year focused on increasing reading, writing and math scores. Over 90% of our students scored Level 1 or 2 on both the reading and math FCAT. Annual Measurable Objectives (AMOs) - Improved reading scores for African American students - all other students maintained or declined. Math - African American students maintained when all other students maintained or declined. We are utilizing Running Records to show growth in learning gains in reading. As a staff, we will continue to focus on reading, writing, and arithmetic as our primary areas of concern. We will increase student tracking of their own progress on both reading and math goals. We are using scoring teams to address our students' progress on a writing rubric.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Our school improvement budget for the 2014-2015 school year was \$788.38. These funds were used to purchase Reaching A Wounded Student Book -7 (\$210.07). We attempted to purchase Saddleback Engage Book Series for \$559.95 but the order was deferred to next school year.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

The School Advisory Committee supports the development of the SIP through providing input and oversight of the entire document. A SAC meeting is held to review and recommend improvements for the SIP. Changes are made throughout the school year as needed under SAC's direction.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The School Advisory Committee will develop a budget to support the goals for the School Improvement Plan. In particular, the School Advisory Committee will continue to focus on the reading, writing, and math goals of the SIP.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

The School Advisory Committee will use all its funds to support the goals of the SIP. We will use the approximately \$750.00 dollars to enhance curriculum to support learning goals in reading, writing, and math. Once funds are allocated we will finalize purchasing decisions that are aligned to reading, writing, and math goals. Currently, we are looking at purchasing a book series through Saddleback books which are supplemental and are of high interest yet low level readers for approximately \$500. This will support reading in middle and high school. The remainder \$250 will be split evenly between writing and math. Our focus for writing is to increase volume and quality, we will use the \$125 to purchase composition books for journals to provide students opportunities to with interactive journals and writing in all subject areas. The \$125 left for math will be used to purchase hands on manipulatives that support learning. We will survey teachers to determine which manipulatives would be best to purchase.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

| PRINCIPAL | | | |
|---|--|--------------------------------------|-----------------------------------|
| First Name Douglas | Last Name Keimig | Email Address keimigd@pcsb.org | |
| Highest Academic Degree Master of Arts | Field of Study Behavioral Disorders | # of Years as an Administrator 10 | # of Years at Current School 2 |
| Certifications (if applicable) Principal (All Levels), Educational Leadership (All Levels), Emotionally Handicapped (K-12) | | | |

| ASSISTANT PRINCIPAL #1 | | | |
|---|--|--------------------------------------|-----------------------------------|
| First Name Heidi | Last Name D'Ambrosio | Email Address dambrosioh@pcsb.org | |
| Highest Academic Degree Doctor of Education | Field of Study Educational Leadership | # of Years as an Administrator 2 | # of Years at Current School 2 |
| Certifications (if applicable) Educational Leadership (all levels), Elementary Education (K-6), ESOL Endorsement, Exceptional Student Education (K-12) | | | |

ASSISTANT PRINCIPAL #2

| | | | |
|---|----------------|--------------------------------|------------------------------|
| First Name | Last Name | Email Address | |
| Highest Academic Degree <input type="text"/> | Field of Study | # of Years as an Administrator | # of Years at Current School |
| Certifications (if applicable) | | | |

ASSISTANT PRINCIPAL #3

| | | | |
|---|----------------|--------------------------------|------------------------------|
| First Name | Last Name | Email Address | |
| Highest Academic Degree <input type="text"/> | Field of Study | # of Years as an Administrator | # of Years at Current School |
| Certifications (if applicable) | | | |

ASSISTANT PRINCIPAL #4

| | | | |
|---|----------------|--------------------------------|------------------------------|
| First Name | Last Name | Email Address | |
| Highest Academic Degree <input type="text"/> | Field of Study | # of Years as an Administrator | # of Years at Current School |
| Certifications (if applicable) | | | |

PART I **CURRENT SCHOOL STATUS**

Section D **Public and Collaborative Teaching**

INSTRUCTIONAL EMPLOYEES

of instructional employees: 45

% receiving effective rating or higher: 95%

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100%

% certified infield, pursuant to Section 1012.2315(2), F.S.: 91%

% ESOL endorsed: 26.7%

% reading endorsed: 31.1%

% with advanced degrees: 46.7%

% National Board Certified: 2.2%

% first-year teachers: 0

% with 1-5 years of experience: 11

% with 6-14 years of experience: 13

% with 15 or more years of experience: 21

PARAPROFESSIONALS

of paraprofessionals: 3

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100%

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

The Administrators are ultimately responsible for the recruitment and retention of highly qualified teachers. The strategies for this include: 1) Pro-actively determining units, needs, and potential vacancies 2) Using Human Resources to identify potential candidates 3) Creating a climate that is positive, safe, and supportive to employees so they will remain at an EBD center 4) Using professional learning to promote a work environment that promotes retention 5) PBS Appreciation Activities 6) Informative/Interactive Website and Newsletter

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

We have instituted a plan for our elementary teachers to provide collaborative lesson planning for English Language Arts with Sandy Lane Elementary twice a month for each grade level. This process will enable our teachers to partner with teachers in corresponding grade levels and subject areas.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

The Lead Mentor is Chris Ehlers. She has held this role for several years. Pairings are made with highly effective content area teachers matched with new teachers needing a mentor. Activities include a monthly meeting in which teachers learn new strategies, reflect on their practice and in a PLC where needs can be shared and addressed. We follow the district's research based mentor model. Additional school-based mentors are Ginande Jester, Mary Canning, and Alexandria Hartigan.

PART I **CURRENT SCHOOL STATUS**

Section E **Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (Rti)**

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The school employs several teams to monitor the SIP, implement MTSS systems and promote student achievement:

- 1) School Based Leadership Team: Monitors core instruction and teacher support systems
- 2) Administrative Team: Resource allocation, coordination of all teams
- 3) Leading the Learning Cadre: Teacher support systems in place to guide academic focus
- 4) Literacy Leadership Team: Teacher support systems in place to guide reading instruction
- 5) Child Study Team: Small group and individual student needs
- 6) PLCs: Teacher support systems, small group and individual student needs (meets weekly; this year PLCs will focus on specific Marzano High Yield Strategies)

Teams meeting monthly after student dismissal to monitor the effectiveness of core instruction, resource allocation, teacher support systems and small group/individual needs. After reviewing the data, the SBLT will determine the next steps to decrease gaps and raise student achievement. Our Leadership Team collaborates, gives input for the SIP and reviews the final SIP.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member
Delete Member

| MTSS Team Member First Name | MTSS Team Member Last Name | Position |
|-----------------------------|----------------------------|----------|
|-----------------------------|----------------------------|----------|

| MTSS Team Member First Name | MTSS Team Member Last Name | Position |
|-----------------------------|----------------------------|--|
| Christine | Ehlers | Elementary Team Leader |
| Krystal | Quinn | Middle School Team Leader |
| Janet | Allman | High School Team Leader |
| Mary | Canning | Specialists Team Leader |
| Maryann | Phillips | School Based Mental Health Team Leader |
| Jody | Cohenour | Functional Behavior Assessment Team Leader |

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Each SIP goal is monitored by the School Based Leadership Team. Each initiative has a progress monitoring tool that accompanies the goal. Each student has an Individual Education Plan that is developed and monitored by an instructional case manager.

The Leading the Learning Cadre develops, models, and trains school wide strategies to individual instructors to implement in their classrooms. The team is made up of administrators, reading coach, and team leaders for elementary, middle school, and high school. Teachers bring data and/or student products to their PLCs to discuss, share ideas, concerns, and next steps. Instruction is differentiated for each child and this is reinforced by administrators using the district iobservation tool for individual and group discussions among teachers.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Baseline and progress monitoring data sources are embedded within each goal below. The data is pulled from Focus, Performance Matters, and CIMS. Reading Plus and Scholastic Reading Inventory will be utilized this school year and students will be taught to monitor their own progress toward each learning goal. We will also require each student to maintain a personal data chat portfolio. These portfolios will allow the students to self monitor their progress both academically and behaviorally. This encourages the students to take ownership of their grades and behavior.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Staff are involved in the development and implementation of the MTSS process through PLCs, and monthly trainings as part of faculty meetings throughout the year. The reading coach and administrators will monitor the use of data to drive instructional strategies.

PART I **CURRENT SCHOOL STATUS**

Section F **Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Teachers electronically submit lesson plans each Friday for our Assistant Principal of Curriculum to review and monitor to ensure they meet Florida Standards. Administrators conduct walk-throughs to evaluate and provide feedback to teachers.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

We use pre and post tests to determine students' level of readiness for the course curriculum requirements and to differentiate instructional practices based on individual student needs. These scores drive instruction in every classroom at every grade level. Each of

our students has an Individual Education Plan (IEP) which teachers use to monitor and provide educational services specific to each child's needs.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Set and communicate a purpose for learning by displaying and referring to the standard and learning targets to engage students.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To provide practical support to develop and carry out plan-establish systems and processes to monitor/evaluate and to make adjustments in instruction. To set authentic purpose to ensure student understanding and positive reinforcement.

Provide a description of the strategy below.

Teachers facilitate effective classroom discussions, teachers collect formal and informal data to provide feedback regularly to students. Students are provided with opportunities to demonstrate knowledge and understanding in different formats.

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

Rubrics, scales, lesson plans, and weekly assessments

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Classroom teachers and administrators

INSTRUCTIONAL STRATEGY #2

Strategy Type

Set and communicate a purpose for the learning target that is relevant to students' needs and interest.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

Focuses and or re-focuses class discussion by referring back to the learning target.

Provide a description of the strategy below.

Teacher explanation of how the class activities relate to the learning target and standard.

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

District Instructional Support Model walkthroughs and iobservation walkthroughs, personal conferences, and group discussion

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Classroom teacher and administrators

INSTRUCTIONAL STRATEGY #3

Strategy Type

Provide formative assessments to inform differentiation of instruction and determine mastery of learning target.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

To check for understanding to determine students' mastery of learning targets including the use of district benchmark assessments. Teachers utilize data to modify and adjust teaching practices that reflect the needs and progress of the students.

Provide a description of the strategy below.

We use the gradual release model (explicit instruction, modeled instruction, guided practice, and independent practice).

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

Formal yearly state assessments, district common assessments, EOC exams, SRI and other teacher created classroom assessments.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Classroom teacher, administrators

INSTRUCTIONAL STRATEGY #4

Strategy Type

Identify Level 1 and Level 2 students needing reading remediation

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To ensure that students are prepared for state assessments, EOC, running records, SRI, FAA, and SAT 10. We also use individual student data chat books for self monitoring and to demonstrate learning gains.

Provide a description of the strategy below.

Utilize Literacy/Reading Coach by providing in class modeling and coaching on a frequent basis with an on campus reading coach available during instructional time; utilizing data for the progress monitoring learning gains, differentiate and scaffolding of instruction; utilizing research based strategies and core instruction.

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

EDS Reports, SRI, Performance Matters, CIMS, Common Assessments, progress monitoring, data chats with all students

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Classroom teacher, reading coach, administrators

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Calvin Hunsinger School is a K-12 ESE EBD school. Our students are assigned to us due to behavior issues at their zoned, general education campus. They go through the Response to Intervention process to be placed with us to provide support and services they require in their least restrictive environment. After students are placed with us, they meet with school staff which includes their grade level behavior specialist, registration specialist and social workers. They are given a tour of the school, informed of the processes and appropriate paperwork is obtained from the parents. Students are given support during the transition period in the form of one on one counseling sessions, low teacher/student ratio, and opportunities to speak with social workers and administration. Each student who attends Calvin Hunsinger has an Individual Education Plan and a Functional Behavior Assessment that are monitored and updated on a consistent basis.

Since Calvin Hunsinger School is a K-12 school, our students do not experience the traditional transition their peers do on a general education campus. Our building is entirely self-contained and staff members routinely service students from all grade levels and provide grade promotions.

Our students are encouraged to re-integrate back to their zoned schools. They are supported by a Reintegration Specialist. She conducts one on one counseling sessions with them to evaluate their readiness to return to a general education campus. Once the students have re-integrated, the reintegration specialist follows them by maintaining communication with their new teachers and monthly visits to their new schools. We are continuing our Extended Transition program for students who have graduated and need additional training to gain employment.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

The School Based Leadership Team analyzes the school data each year to determine strengths, weaknesses and problem solve gaps in data. Since the data is not always current, it is sometimes difficult to quickly affect change. Strategies used to increase postsecondary readiness include: increased participation in academic coursework, expansion of self-determination classes and the Extended Transition classroom for students who graduated but need employability skills for postsecondary schools and careers.

Describe how the school integrates vocational and technical education programs.

ESE transition services provide students the opportunity to increase their employability skills (soft skills) and research various vocational and technical careers or training. Transition goals are included in the Individual Education Plans.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

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

PART I**CURRENT SCHOOL STATUS****Section G****Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member

Delete Member

| LLT Member First Name | LLT Member Last Name | Title | Email |
|-----------------------|----------------------|---------------------------|---------------------|
| Janet | Allman | High School Teacher | allmanj@pcsb.org |
| Elisabeth | Kirtley | Reading Coach | kirtleye@pcsb.org |
| Krystal | Quinn | Middle School Teacher | quinnk@pcsb.org |
| Heidi | Steiner | Elementary School Teacher | steinerh@pcsb.org |
| Mary | Canning | Reintegration Specialist | canningm@pcsb.org |
| Douglas | Keimig | Principal | keimigd@pcsb.org |
| Heidi | D'Ambrosio | Assistant Principal | dambrosioh@pcsb.org |

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

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

*Support for text complexity

*Support for instructional skills to improve reading comprehension

-Ensuring that text complexity, along with close reading and re-reading of texts are central to lesson

-Providing scaffolding that does not pre-empt or replace text reading by students

-Developing and asking text dependent questions from a range of question types

-Emphasizing students supporting their answers based upon evidence from the text

-Providing research and writing opportunities

-Support for implementation of Florida State Standards for Literacy in Social Studies, Science and Technical Subjects (a focus on text, task, and instruction).

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

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

The major initiatives of the LLT this year will be assisting teachers in support of:

-Increasing instructional rigor

-Increasing the volume and quality of writing across all grade levels

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

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

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section A****Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

| |
|---------------------------------------|
| 8-Step Problem-Solving Process |
|---------------------------------------|

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 6 | | 10 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 4 | | 10 |

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 20 | 22 | 25 |

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 80 | 66 | 85 |

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 44 | | 48 |

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 26 | | 30 |

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 100 |

Students Scoring Proficient in Reading

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 100 |

Students Scoring Proficient in Writing

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 100 |

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|-----------------------------------|--------------------|--------------------|--------------------|
| White | 50 | | 55 |
| Black/African American | 50 | | 55 |
| Hispanic | 0 | | 0 |
| Asian | 0 | | 0 |
| American Indian | 0 | | 0 |
| English Language Learners (ELLs) | 0 | | 0 |
| Students with Disabilities (SWDs) | 12 | | 100 |
| Economically Disadvantaged | 12 | | 100 |

POSTSECONDARY READINESS

This section is only for schools that teach high school grade levels. Otherwise, skip it.

Four-Year 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.

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 10 |

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

Increase reading scores to 20% of students achieving at Level 3 and above on Florida Standards Assessment; increasing students at or above levels 4,5,6 on the Florida Alternative Assessment to 25%; increasing student scores at level 7 or higher on the Florida Alternate Assessment to 85%. Implement Academic Performance monitoring system for black students to include identification of students, identification and setting of academic goals, regular data chats regarding progress on goals. All black students have Individual Education Plans to focus on their academic and social behavioral goals. Increase the number of African American students scoring Level 3 or higher to 25%.

A special focus will be placed on our "Sweet Sixteen" African American students, both females and males identified by the highest behavioral referrals and absenteeism which in turn has affected their grades.

Instructional staff will address the Bradley Memorandum of Understanding as it relates to closing the achievement gap by starting each lesson referencing the standard and learning target. Specifically, the learning target and how it is relevant to them as individuals. "Why do I need to learn this?" "How does it relate to my life?" After referring to the standard and learning target, the teacher will survey each student as to how it might pertain to the students' world. Then write the student responses of relevance, in student friendly language, back onto the common board that has the standard and learning target and begin explicit instruction.

Provide possible data sources to measure your reading goal.

EDS reports, SRI data, running records, Common Assessments, CIMS, Performance Matters, PMRN, Reading Plus, student interactive journals and student data chat books

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| | |
|----------|----------------------------|
| Action 1 | Plan to Implement Action 1 |
|----------|----------------------------|

| | |
|--|--|
| Re-organize reading teacher and student schedules to best serve the needs of the students. | Back to back reading and reading infused World History classes for 10th grade students and organizing middle school teachers by subject specification in middle school to build depth of teacher knowledge. Administration along with SAC makes sure funds are allocated to align with SIP goals and Title I initiatives especially in the areas of reading, writing and math. |
| Action 2 | Plan to Implement Action 2 |
| Identify Level 1 and 2 students needing remediation. | Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle. Utilize Reading Plus as an ongoing progress monitoring tool in all reading classes. Students will maintain individual data chat books this will allow them to track their own progress. Students will also be encouraged to share these data chat books with their check and connect, teachers, administrators, and their parents. |
| Action 3 | Plan to Implement Action 3 |
| Utilize Literacy/Reading Coach, Reading coach will provide in class modeling and coaching on a frequent basis during instructional time. | The Assistant Principal for Curriculum and our Reading Coach are aligning our elementary classroom teachers by grade level to train and plan collaboration with neighboring elementary school, Sandy Lane Elementary, with a special focus on reading and writing. |
| Action 4 | Plan to Implement Action 4 |
| Utilize research-based strategies in core instruction. | Teachers will utilize daily: Gradual Release, Text Dependent Questioning, Common Board with Standards and Learning Targets, Learning scales to monitor student achievement, Collaboration. Teachers will review and practice Marzano Strategies discussed in their PLCs. This will be monitored by administrators using jobobservation and teacher conferencing (both group discussions and individual). |

| | |
|---|--|
| PART II | EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT |
| Section B | Area 2: English Language Arts (Writing) |
| FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) | |

Students Scoring at or Above 3.5

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | | 10 |

| |
|---|
| FLORIDA ALTERNATE ASSESSMENT (FAA) |
|---|

Students Scoring at or Above Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 100 | 100 | 100 |

If you have a goal to support your writing targets, provide the following information for that goal.

| |
|---------------------|
| WRITING GOAL |
|---------------------|

What is your school's writing goal? Provide a description of the goal below.

Increase writing scores to 10%; students scoring at a level 3.5 or higher on Florida Standards Assessment or 100% of students scoring level four on the FAA. Close the achievement gap between black and non-black students to our AMO 2015 targets.

Provide possible data sources to measure your writing goal.

District iobservation data, Write Score, identification and setting of academic goals, regular data chats regarding progress on goals. Individual teachers will bring permanent products in the form of student writing products to discuss strategies in academic/data PLCs. Journals will be scored using a writing rubric.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|--|---|
| Ensure lesson is aligned with a course standard or benchmark and to the district/school pacing guide | Use of statewide curriculum, administrators will utilize district iobservation to monitor implementation by teachers in classrooms during walk throughs. |
| Action 2 | Plan to Implement Action 2 |
| Set and communicate a purpose for standard and learning target that is relevant to students | Set and communicate a purpose for standard and learning target that is relevant to students. Students will maintain individual data chat books this will allow them to track their own progress. Students will also be encouraged to share these data chat books with their check and connect, teachers, administrators, and their parents. |
| Action 3 | Plan to Implement Action 3 |
| Focus and/or re-focus class discussion by referring back to the standard and learning target | Review and re-teach lesson, administrators will utilize district iobservation to monitor implementation by teachers in classrooms during walk throughs. |
| Action 4 | Plan to Implement Action 4 |
| Teacher refers to the scale or rubric throughout the lesson | Rubric or scale posted in classroom for all students to see, administrators will utilize district iobservation to monitor implementation by teachers in classrooms during walk throughs. |

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section C **Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - Elementary and Middle School Mathematics

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 6 | | 25 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | | 10 |

FLORIDA ALTERNATE ASSESSMENT (FAA) - Elementary and Middle School Mathematics

Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 40 | 14 | 25 |

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 60 | 71 | 75 |

LEARNING GAINS - Elementary and Middle School Mathematics

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 24 | | 27 |

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and FAA)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 20 | | 25 |

ANNUAL MEASURABLE OBJECTIVES (AMOs) - Elementary and Middle School Mathematics

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|-----------------------------------|--------------------|--------------------|--------------------|
| White | 9 | | 15 |
| Black/African American | 5 | | 10 |
| Hispanic | 0 | | 100 |
| Asian | 0 | | 0 |
| American Indian | 0 | | 0 |
| English Language Learners (ELLs) | 0 | | 0 |
| Students with Disabilities (SWDs) | 100 | | 100 |
| Economically Disadvantaged | 100 | | 100 |

FLORIDA ALTERNATE ASSESSMENT (FAA) - High School Mathematics

Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 40 | 50 |

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 40 | 50 |

LEARNING GAINS - High School Mathematics

Students Making Learning Gains (EOC and FAA)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | | 0 |

ANNUAL MEASURABLE OBJECTIVES (AMOs) - High School Mathematics

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|------------------------|--------------------|--------------------|--------------------|
| White | 0 | 0 | 0 |
| Black/African American | 0 | 0 | 0 |
| Hispanic | 0 | 0 | 0 |

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|-----------------------------------|--------------------|--------------------|--------------------|
| Asian | 0 | 0 | 0 |
| American Indian | 0 | 0 | 0 |
| English Language Learners (ELLs) | 0 | 0 | 0 |
| Students with Disabilities (SWDs) | 0 | 0 | 0 |
| Economically Disadvantaged | 0 | 0 | 0 |

POSTSECONDARY READINESS - High School Mathematics

Four-Year 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.

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

MIDDLE SCHOOL ACCELERATION

Middle School Participation in High School EOC

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

Middle School Performance on High School EOC

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 50 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 10 |

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 50 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 10 |

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

We have not received our Florida Standards Assessment scores for elementary or middle to date but we would like to increase mathematics scores to 25% of students achieving at level 3 and 10% achieving a level 4 or 5. Increase students achieving a level 4, 5, or 6 on the Florida Alternative Assessment to 25% for elementary and middle and increasing students scoring at level 7 or higher on the Florida Alternative Assessment to 75%. Our goal is for 50% of students in high school to achieve a level 4, 5, or 6 on the Florida Alternate Assessment and 50% achieving a Level 7.

Implement Academic Performance monitoring system for black students to include identification of students, identification and setting of academic goals, regular data chats regarding progress on goals. All black students have Individual Education Plans to focus on their academic and social behavioral goals. Increase the number of African American students scoring Level 3 or higher to 25%. A special focus will be placed on our "Sweet Sixteen" African American students, both females and males identified by the highest behavioral referrals and absenteeism which in turn has affected their grades. Instructional staff will address the Bradley Memorandum of Understanding as it relates to closing the achievement gap by starting each lesson referencing the standard and learning target. Specifically, the learning target and how it is relevant to each student. "Why do I need to learn this?" "How does it relate to my life?" After referring to the standard and learning target, the teacher will survey each student as to how it pertains to the students' world. Then discuss the students' responses of relevance to increase engagement and begin explicit instruction.

Provide possible data sources to measure your mathematics goal.

Assessment data, district/state assessments and other classroom assessments along with Common Assessments, CIMS, Performance Matters, student interactive journals and student data chat books

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|--|--|
| Provide formative assessments to inform differentiation in instruction | Use of state assessments, district assessments and teacher created assessments. |
| Action 2 | Plan to Implement Action 2 |
| Use the gradual release model | Teachers will use explicit instruction, modeled instruction, guided practice and independent practice. Students' individual learning styles and academic levels will also be taken into consideration |
| Action 3 | Plan to Implement Action 3 |
| Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students | Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress. Students will maintain personal data chat books with this information. |
| Action 4 | Plan to Implement Action 4 |
| Teachers have one on one data chats with each child discussing their personal progress. | Students will maintain individual data chat books this will allow them to track their own progress. Students will also be encouraged to share these data chat books with their check and connect, teachers, administrators, and their parents. |

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section D Area 4: Science

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - Elementary and Middle School Science

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 10 | 6 | 10 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 6 | 10 |

FLORIDA ALTERNATE ASSESSMENT (FAA) - Elementary and Middle School Science

Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 14 | 35 |

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 100 | 57 | 65 |

FLORIDA ALTERNATE ASSESSMENT (FAA) - High School Science

Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 100 | 0 | 25 |

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 66 | 75 |

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 16 | 40 | 50 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 10 |

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

Increase science scores to 10 % of students achieving at level 3 and above on Florida Standards Assessment. Close the achievement gap between black and non-black students to our AMO 2015 targets. Increase Biology scores to 50% of students achieving at level 3 and 10% of students achieving level 4 or higher.

Provide possible data sources to measure your science goal.

Participation in school Science Fair, formal state assessment scores, district assessment scores, common assessments, teacher created assessments, EOC. Students scoring Level 3 or higher on Florida Standards Assessment. Staff will monitor each individual student for learning gains whether at or above Level 3.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|---|--|
| Determine that lesson is aligned with a course standard or benchmark and to the district/school pacing guide. | Use of state approved curriculum. Administrators will utilize District iobservation to monitor implementation by teachers during walk throughs. Assistant Principal for Curriculum will monitor teacher lesson plans to make sure they align with standards. Lesson plans will be collected every Friday prior to teaching the following week. |
| Action 2 | Plan to Implement Action 2 |

| | |
|--|--|
| Set and communicate a purpose for learning and learning targets in each lesson. | Begin with discussion of desired outcomes and learning targets, display a scale or rubric that relates to the learning goal where all students can see it. Teachers will refer back to the learning goal throughout the lesson. |
| Action 3 | Plan to Implement Action 3 |
| Increase instructional rigor through the set up and implementation of a science lab to be used by grades 3-12. | Student readiness for learning occurs by connecting instructional objectives and goals to students' background, knowledge, interests and personal goals. Teachers will schedule FACS science labs to reinforce hands on lessons. |
| Action 4 | Plan to Implement Action 4 |
| Provide formative assessments to inform differentiation in instruction. | Use of state assessments, district assessments and teacher created assessments, EOC. Administrators will utilize District iobservation to monitor implementation by teachers during walk-throughs. Teachers will use formative assessments to differentiate instruction. |

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section E **Area 5: Science, Technology, and Mathematics (STEM)**

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

| 2014-15 Status (#) | 2015-16 Target (#) |
|--------------------|--------------------|
| 0 | 0 |

Participation in STEM-related Experiences Provided for Students

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

The following data shall be considered only if your school has high school grade levels.

Students Enrolling in One or More Accelerated STEM-related Courses

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

Completion Rate for Students Enrolled in Accelerated STEM-related Courses

| 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|
| 0 | 0 |

Students Taking One or More Advanced Placement Exams for STEM-related Courses

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

Passing Rate for Students Who Take Advanced Placement Exams for STEM-related Courses

| 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|
| 0 | 0 |

CTE-STEM Program Concentrators

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

Students Taking CTE-STEM Industry Certification Exams

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

Passing Rate for Students Who Take CTE-STEM Industry Certification Exams

| 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|
| 0 | 0 |

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

n/a

Provide possible data sources to measure your STEM goal.

n/a

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|----------|----------------------------|
| n/a | n/a |
| Action 2 | Plan to Implement Action 2 |
| n/a | n/a |
| Action 3 | Plan to Implement Action 3 |
| n/a | n/a |
| Action 4 | Plan to Implement Action 4 |
| n/a | n/a |

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section F Area 6: Career and Technical Education (CTE)

The following data shall be considered only if your school has middle or high school grade levels.

Students Enrolling in One or More CTE Courses

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

Completion Rate for CTE Students Enrolled in Accelerated Courses

| 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|
| 0 | 0 |

Students Taking CTE Industry Certification Exams

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

Passing Rate for Students Who Take CTE Industry Certification Exams

| 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|
| 0 | 0 |

CTE Program Concentrators

| 2013-14 Status (#) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

CTE Teachers Holding Appropriate Industry Certifications

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL

What is your school's CTE goal? Provide a description of the goal below.

na

Provide possible data sources to measure your CTE goal.

na

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|----------|----------------------------|
| na | na |
| Action 2 | Plan to Implement Action 2 |
| na | na |
| Action 3 | Plan to Implement Action 3 |
| na | na |
| Action 4 | Plan to Implement Action 4 |
| na | na |

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section G **Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 10 | 9 | 15 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 10 |

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 20 | 0 | 15 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 10 |

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL

What is your school's social studies goal? Provide a description of the goal below.

Increase in achievement scores to 15% scoring a level 3 in Civics and 10% scoring level 4 or higher in Civics through the use of DBQs (Document Based Questioning) Increase in achievement scores to 15% scoring a level 3 in U.S. History and 10% scoring level 4 or higher in U.S. History through the use of DBQs. Close the achievement gap between black and non-black students to our AMO 2015 targets.

Provide possible data sources to measure your social studies goal.

District iobservation walk throughs to monitor teaching and learning, online assessments, progress monitoring, EOC, common assessments, interactive journals

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|--|---|
| Determine lesson is aligned with a course standard or benchmark and to the district/school pacing guide. | The use of Florida State standards. |
| Action 2 | Plan to Implement Action 2 |
| Begin with discussion of desired standards and learning targets | Include teacher explanation of how the class activities relate to the standard and learning target as it relates to each student. |
| Action 3 | Plan to Implement Action 3 |
| Document based questioning. | Students must be able to support their answers with evidence from within the text and documents. |
| Action 4 | Plan to Implement Action 4 |

| | |
|--|--|
| Use a scale or rubric that relates to the learning goal. | Rubric is posted for all students to utilize, students will be able to explain where they are as it relates to the learning target with document based questioning evidence. |
|--|--|

| | |
|-------------------|---|
| PART II | EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT |
| Section H | Area 8: Early Warning Systems |
| ATTENDANCE | |

Leave fields blank for grade levels not taught at your school.

Students Tardy 10% or More, as Defined by District Attendance Policy

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 100 | 0 | 0 |
| Grade 1 | 0 | 0 | 0 |
| Grade 2 | 17 | 0 | 0 |
| Grade 3 | 43 | 0 | 0 |
| Grade 4 | 40 | 0 | 0 |
| Grade 5 | 0 | 0 | 0 |
| Grade 6 | 14 | 0 | 0 |
| Grade 7 | 25 | 0 | 0 |
| Grade 8 | 60 | 0 | 0 |
| Grade 9 | 30 | 0 | 0 |
| Grade 10 | 45 | 0 | 0 |
| Grade 11 | 22 | 0 | 0 |
| Grade 12 | 0 | 0 | 0 |

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 100 | 0 | 0 |
| Grade 1 | 38 | 100 | 10 |
| Grade 2 | 50 | 38 | 10 |
| Grade 3 | 71 | 38 | 10 |
| Grade 4 | 80 | 57 | 10 |
| Grade 5 | 10 | 50 | 10 |
| Grade 6 | 21 | 46 | 10 |
| Grade 7 | 50 | 39 | 10 |
| Grade 8 | 80 | 58 | 10 |
| Grade 9 | 50 | 83 | 10 |

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|----------|--------------------|--------------------|--------------------|
| Grade 10 | 55 | 82 | 10 |
| Grade 11 | 44 | 100 | 10 |
| Grade 12 | 25 | 70 | 10 |

SUSPENSIONS

Students with One or More Referrals

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 100 | 100 | 50 |
| Grade 1 | 88 | 100 | 50 |
| Grade 2 | 100 | 100 | 50 |
| Grade 3 | 100 | 100 | 50 |
| Grade 4 | 100 | 100 | 50 |
| Grade 5 | 100 | 100 | 50 |
| Grade 6 | 86 | 100 | 50 |
| Grade 7 | 100 | 100 | 50 |
| Grade 8 | 93 | 92 | 46 |
| Grade 9 | 80 | 100 | 50 |
| Grade 10 | 82 | 100 | 50 |
| Grade 11 | 78 | 80 | 40 |
| Grade 12 | 25 | 60 | 30 |

Students with Five or More Referrals

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 100 | 100 | 50 |
| Grade 1 | 88 | 100 | 50 |
| Grade 2 | 83 | 100 | 50 |
| Grade 3 | 100 | 100 | 50 |
| Grade 4 | 100 | 100 | 50 |
| Grade 5 | 100 | 100 | 50 |
| Grade 6 | 71 | 100 | 50 |
| Grade 7 | 83 | 100 | 50 |
| Grade 8 | 93 | 92 | 46 |
| Grade 9 | 80 | 100 | 50 |
| Grade 10 | 73 | 100 | 50 |

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|----------|--------------------|--------------------|--------------------|
| Grade 11 | 78 | 80 | 40 |
| Grade 12 | 25 | 60 | 30 |

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

| | 2013-14 Status (#) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0 | 0 | 0 |
| Grade 1 | 0 | 0 | 0 |
| Grade 2 | 0 | 13 | 6 |
| Grade 3 | 0 | 0 | 0 |
| Grade 4 | 0 | 0 | 0 |
| Grade 5 | 0 | 33 | 16 |
| Grade 6 | 57 | 77 | 38 |
| Grade 7 | 50 | 85 | 42 |
| Grade 8 | 80 | 83 | 41 |
| Grade 9 | 0 | 83 | 41 |
| Grade 10 | 9 | 56 | 28 |
| Grade 11 | 33 | 80 | 40 |
| Grade 12 | 25 | 40 | 20 |

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0 | 0 | 0 |
| Grade 1 | 0 | 0 | 0 |
| Grade 2 | 0 | 0 | 0 |
| Grade 3 | 0 | 0 | 0 |
| Grade 4 | 0 | 0 | 0 |
| Grade 5 | 0 | 0 | 0 |
| Grade 6 | 29 | 46 | 23 |
| Grade 7 | 33 | 62 | 31 |
| Grade 8 | 53 | 33 | 16 |
| Grade 9 | 0 | 42 | 21 |
| Grade 10 | 0 | 46 | 23 |
| Grade 11 | 0 | 80 | 40 |
| Grade 12 | 0 | 30 | 15 |

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0 | 0 | 0 |
| Grade 1 | 25 | 0 | 0 |
| Grade 2 | 33 | 13 | 6 |
| Grade 3 | 43 | 25 | 12 |
| Grade 4 | 80 | 29 | 14 |
| Grade 5 | 40 | 50 | 25 |
| Grade 6 | 50 | 39 | 19 |
| Grade 7 | 50 | 23 | 11 |
| Grade 8 | 60 | 50 | 25 |
| Grade 9 | 60 | 33 | 16 |
| Grade 10 | 55 | 36 | 18 |
| Grade 11 | 44 | 40 | 20 |
| Grade 12 | 25 | 50 | 25 |

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0 | 0 | 0 |
| Grade 1 | 13 | 0 | 0 |
| Grade 2 | 0 | 0 | 0 |
| Grade 3 | 0 | 12 | 0 |
| Grade 4 | 20 | 0 | 0 |
| Grade 5 | 20 | 0 | 0 |
| Grade 6 | 7 | 0 | 0 |
| Grade 7 | 8 | 8 | 0 |
| Grade 8 | 7 | 0 | 0 |
| Grade 9 | 0 | 17 | 0 |
| Grade 10 | 0 | 0 | 0 |
| Grade 11 | 0 | 20 | 0 |
| Grade 12 | 25 | 0 | 0 |

Students Referred for Alternative School Placement

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0 | 0 | 0 |

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|----------|--------------------|--------------------|--------------------|
| Grade 1 | 0 | 0 | 0 |
| Grade 2 | 0 | 0 | 0 |
| Grade 3 | 0 | 0 | 0 |
| Grade 4 | 0 | 0 | 0 |
| Grade 5 | 0 | 0 | 0 |
| Grade 6 | 0 | 0 | 0 |
| Grade 7 | 0 | 0 | 0 |
| Grade 8 | 0 | 0 | 0 |
| Grade 9 | 0 | 0 | 0 |
| Grade 10 | 0 | 0 | 0 |
| Grade 11 | 0 | 0 | 0 |
| Grade 12 | 0 | 0 | 0 |

Students Expelled

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0 | 0 | 0 |
| Grade 1 | 0 | 0 | 0 |
| Grade 2 | 0 | 0 | 0 |
| Grade 3 | 0 | 0 | 0 |
| Grade 4 | 0 | 0 | 0 |
| Grade 5 | 0 | 0 | 0 |
| Grade 6 | 0 | 0 | 0 |
| Grade 7 | 0 | 0 | 0 |
| Grade 8 | 0 | 0 | 0 |
| Grade 9 | 0 | 0 | 0 |
| Grade 10 | 0 | 0 | 0 |
| Grade 11 | 0 | 0 | 0 |
| Grade 12 | 0 | 0 | 0 |

RETENTIONS

Students Retained

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0 | 0 | 0 |
| Grade 1 | 0 | 0 | 0 |

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|----------|--------------------|--------------------|--------------------|
| Grade 2 | 0 | 0 | 0 |
| Grade 3 | 0 | 13 | 0 |
| Grade 4 | 0 | 0 | 0 |
| Grade 5 | 0 | 0 | 0 |
| Grade 6 | 0 | 0 | 0 |
| Grade 7 | 0 | 0 | 0 |
| Grade 8 | 0 | 0 | 0 |
| Grade 9 | 0 | 0 | 0 |
| Grade 10 | 0 | 0 | 0 |
| Grade 11 | 0 | 40 | 0 |
| Grade 12 | 0 | 50 | 0 |

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0 | | 0 |
| Grade 1 | 0 | | 0 |
| Grade 2 | 0 | | 0 |
| Grade 3 | 71 | | 0 |
| Grade 4 | 60 | | 0 |
| Grade 5 | 70 | | 0 |
| Grade 6 | 50 | | 0 |
| Grade 7 | 58 | | 0 |
| Grade 8 | 80 | | 0 |
| Grade 9 | 0 | | 0 |
| Grade 10 | 0 | | 0 |
| Grade 11 | 0 | | 0 |
| Grade 12 | 0 | | 0 |

Students with One or More Course Failures in English Language Arts or Mathematics

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0 | 0 | 0 |
| Grade 1 | 0 | 0 | 0 |
| Grade 2 | 0 | 0 | 0 |
| Grade 3 | 0 | 0 | 0 |
| Grade 4 | 0 | 0 | 0 |

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|----------|--------------------|--------------------|--------------------|
| Grade 5 | 10 | 0 | 0 |
| Grade 6 | 7 | 8 | 0 |
| Grade 7 | 25 | 23 | 0 |
| Grade 8 | 53 | 42 | 0 |
| Grade 9 | 10 | 0 | 0 |
| Grade 10 | 55 | 9 | 0 |
| Grade 11 | 56 | 20 | 0 |
| Grade 12 | 0 | 0 | 0 |

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | | 0 |

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 100 | 0 | 0 |
| Grade 1 | 100 | 100 | 50 |
| Grade 2 | 100 | 50 | 25 |
| Grade 3 | 100 | 50 | 25 |
| Grade 4 | 100 | 57 | 25 |
| Grade 5 | 100 | 83 | 40 |
| Grade 6 | 100 | 92 | 40 |
| Grade 7 | 100 | 92 | 40 |
| Grade 8 | 100 | 92 | 40 |
| Grade 9 | 100 | 92 | 40 |
| Grade 10 | 100 | 91 | 40 |
| Grade 11 | 100 | 80 | 40 |
| Grade 12 | 100 | 90 | 40 |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

All of our students have been identified as exhibiting early warning indicators. Our students are "At Risk" and are identified as having behavioral disabilities and/or sensory issues. We are implementing a therapeutic response through trainings that include Trauma Informed Care and Wounded Student. All of our students participate in Check and Connect with at least one staff member. Calvin Hunsinger is a Title I School which enables us to employ a full time academic intervention teacher. We also employ a full time behavior paraprofessional who works with students one on one and in small group settings. Our students' attendance records are often a barrier

for them to achieve academic gains. Calls are made daily to parents regarding absences, we also have five social workers who monitor attendance. Home visits are made when necessary. Every teacher is required to use data to differentiate their instruction to meet the individual needs of all students. We also have a Child Study Team who monitors individual student needs.

DROPOUT PREVENTION

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at <http://schoolgrades.fldoe.org/>.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section I Area 9: Black Student Achievement

Describe and identify goals, targets, and actions for Black student achievement.

Add Target Delete Target

| Description of Goals, Targets, and Actions for Black Student Achievement | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--|--------------------|--------------------|--------------------|
| | | | |

| Description of Goals, Targets, and Actions for Black Student Achievement | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--|--------------------|--------------------|--------------------|
| <p>The AMO target for the 2015-2016 school year is 51% proficient in reading and math achievement. All students staffed into an ESE Center school are at "At-Risk". We will survey our black students for them to pick a staff and try to match the student's first pick. Administrators will ensure implementation of a professional development program for culturally responsive instruction for all teachers. The program will include project based learning strategies to increase rigor and performance, as well as integrating identity lessons in social skills groups. Check and connect mentors will focus on helping students realize there are more positive ways to be a success without losing sight of who they are as an individual. Teachers will implement Academic Performance monitoring system for black students to include identification of students, identification and setting of academic goals, regular data chats regarding progress on goals. All black students have Individual Education Plans to focus on their academic and social behavioral goals.</p> <p>Case managers will conduct IEP meetings with parents/guardians where an academic success/tracking of graduation requirements is developed collaboratively with action steps and a defined monitoring plan that includes the schools and parents/guardians in the monitoring process. We will utilize our Title 1 parent involvement funds to provide communication tools (newsletters and workshops) to engage parents on a more consistent basis. Case managers, psychologist, and social workers will provide parents with sound, accessible advice on early childhood development and learning strategies. A special focus will be placed on our "Sweet Sixteen" African American students, both females and males identified by the highest behavioral referrals and absenteeism which in turn has affected their grades.</p> <p>Instructional staff will address the Bradley Memorandum of Understanding as it relates to closing the achievement gap by starting each lesson referencing the Standard and Learning Target. After referring to the standard and learning target, the teacher will survey each student as to how it might pertain to their world.</p> | 100 | | 51% |
| | | | |

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community 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. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

The parent involvement efforts at Calvin Hunsinger School are a challenge as many parents work during the day or lack transportation to get to our school. We are a Title I school which enables us to provide extra opportunities for parent involvement. We held several parent trainings during the day and evening. We had approximately a 30% parent turn out for these events. All of our students have been identified as exhibiting early warning indicators. Parents are notified of these events through newsletters, school messenger, flyers, and teacher contact. These trainings have included technology training, reading, writing, and math strategies to practice at home.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Calvin Hunsinger maintains communication and positive relationships with families through school messenger, newsletters, parent/teacher conferences and various student/parent activities. Students take home a daily point card which documents behavior and

academic progress during the day. We have two evening activities each semester. Parents are provided with refreshments and Florida Standards trainings. Parents are encouraged to visit their child's classroom and to volunteer.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Our students are exposed to many different community services. We have an ongoing relationship with the local fire department; they visit us regularly to hold fire safety trainings for the students. Our students have also been on field trips to the local museum which resulted in one of our students being employed there. The Civitan Club is one of our community partners as well. Our students have attended field trips that include the use of public transportation which will allow them to participate in community events and activities as they mature. Our students have also attended field trips to the community college, state fair, and Holocaust Museum.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section K Area 11: Additional Targets

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

[Add Target](#) [Delete Target](#)

| Description of Additional Targets | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--|--------------------|------------------------|----------------------|
| Work toward Bronze Level recognition with the Alliance for a Healthier Generation. | | Bronze Level in 1 of 2 | Bronze in 2 out of 2 |
| | | | |

PART III PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

[Add PD](#) [Delete PD](#)

| | |
|--|---|
| Professional Development Identified | LLC Training |
| Related Goal(s) | Reading Goal, Writing Goal |
| Topic, Focus, and Content | Journaling, Close Reading |
| Facilitator or Leader | Leading Learning Cadre |
| Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i> | Heidi Steiner, Mary Canning, Elisabeth Kirtley, Janet Allman, Krystal Quinn |
| Target Dates or Schedule <i>(e.g., professional development day, once a month)</i> | Once a month |
| Strategies for Follow-Up and Monitoring | observation, agendas, roster, and minutes from meetings, and walk throughs |
| Person Responsible for Monitoring | H. D'Ambrosio, Douglas Keimig |

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - 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 IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

This will be our third year as a Title I school. The funds will be used to continue funding an intervention teacher and purchase classroom resources to increase student achievement. Additional classroom resource materials will be purchased in order to support the reading curriculum. The funds will also be used to support parental involvement, reading activities, Hunsinger Highlights, and trainings for FOCUS. FOCUS is our student information system which allows parents access to their child's grades and academic progress. This program also allows parents to access resources from the school, county, and state in order to provide their children with the research tools to promote highest student achievement.

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Calvin Hunsinger employs several teams to monitor the SIP, implement MTSS systems and promote student achievement. The school based leadership team monitors core instruction and teacher support systems. The administrative team is in charge of resource allocation and coordination all of the teams. The LLC (Learning the Learning Cadre) facilitates faculty meetings and supports teachers daily. Literacy Leadership Team is available for student and teacher support as a resource for materials and interventions. The Child Study Team focuses on small group and individual student needs with a specific focus on increasing attendance. Each SIP goal is monitored by the entire SBLT. Each initiative has a progress monitoring tool that accompanies the goal.

Department Chairs:

Elementary-Chris Ehlers

Middle School-Krystal Quinn

High School- Janet Allman

SBMH-Maryann Phillips

Functional Behavior Assessment-Jody Cohenour

Specialists-Mary Canning

Literacy Coach-Beth Kirtley

Assistant Principal-Heidi D'Ambrosio

Principal- Douglas Keimig

Each initiative has a progress monitoring tool that accompanies the goal. Performance Matters will continue to be used by all instructional staff. Baseline and Progress monitoring data sources are embedded within each goal (i.e. SRI, Common assessments, and Focus data for discipline).

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item

Delete Item

| Budget Item Description | Title I Funding |
|--|--|
| Related Goal(s) | Increase Reading, Writing, and Math scores |
| Actions/Plans | Full time Title I Invention teacher and reading paraprofessional |
| Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i> | Great Leaps, Build Up, Spiral Up, Reading Counts, SRI |

| | |
|--------------------------|---|
| Description of Resources | Great Leaps, Build Up, Spiral Up, Reading Counts, SRI |
| Funding Source | Federal Funds |
| Amount Needed | \$56,650.00 |

PART VI **MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal
Delete Goal

| Goal Area | |
|---|------------------|
| Has the goal been achieved? | To be determined |
| If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal? | |
| If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced? | |
| If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed? | |
| If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP. | |

8-Step Planning and Problem-Solving Process

