

# School Improvement Plan

## 2015-2016

Fitzgerald Middle

Michael A. Grego, Ed.D.  
Superintendent



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2014-2015

# School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Fitzgerald Middle	Principal's First Name Michael	Principal's Last Name Hernandez
School Advisory Council Chair's First Name Leslie	School Advisory Council Chair's Last Name Mortimer	

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

Our Vision is for all students to enter high school with the skills necessary for a successful high school career (High School Readiness).

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

Our Mission is to promote the highest academic achievement through a positive and safe learning environment.

## SCHOOL ENVIRONMENT

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

We review the demographic data for our school in order to have an understanding of the students that we are serving. Clubs, activities, and Positive Behavioral Supports are structured around our students interests and needs. Our teachers are expected to integrate classroom management procedures that embraces building a positive learning culture. Throughout the year we will celebrate cultural backgrounds of our students with events that will focus on cultural awareness, high school and college readiness, student attendance, student attitude, and student achievement.

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

Our school has an on-site 21st Century Community Learning Center that is available for students before and after school. Administrators and Teachers are visible during transitions to monitor and guide students when arriving to campus, changing classes, and leaving campus. With the assistance of our School Resource Officer, we have Phantoms Over Crime (POC). This group is made up of students who help to monitor the halls during the changing of classes. Phantoms Over Crime has an assigned email link on our website where students and families can report concerns. We also have staff, such as a Behavior Specialist, Social Worker, and Violence Prevention Specialist, on-site for students to discuss issues with.

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.

Our school wide behavioral system focuses on three common beliefs ("keys to success" known as the "Three A's").

1. Attendance: Students are physically and mentally present each school day.
  2. Attitude: Students maintain a positive attitude and are active in learning.
  3. Achievement: Students will be prepared to complete all assigned tasks and never accept a zero for any assignment.
- Students will have the opportunity to earn rewards based on their success around the Three A's. Likewise, interventions will be in place to assist students who do not follow the Three A's. Teachers are expected to assist with our common beliefs by creating an engaging and positive learning environment.

Our RtI/PBS Team will meet monthly to review school wide data concerning the three A's. Our team will develop an awards system, where students will receive Phantom Bucks to make purchases and attend special events. We will utilize Check and Connect and our CST Team to assist with tiers of intervention with our students. Our Guidance Counselors, Behavioral Specialist, and Violence

Intervention Specialist will council groups to assist students with attendance, behavioral, and academic issues; also, individual conferencing as an support will be added to assist our students with specific need. Our school will have a defined process for students who are repeat offenders to provide assistance and remediation for their needs.

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.

Our school guidance counselors are available to meet with students who are having issues at school, whether academic or behavior. Also, our Child Study Team and Response to Intervention/Positive Behavioral Support Teams will integrate multi-tier supports for our students needing services. We have a Behavioral Specialist, VE Specialist, Social Worker, Psychologist, and Violence Prevention Specialist to assist with identified student needs.

**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
Michael	Hernandez	Administrator
Cheryl	Parker-Smith	Teacher
Kathleen	Hinkle	Teacher
Shirley	Whiting	Support
Marsha	Crews	Support
Leslie	Mortimer	Teacher
Christie	Murray	Parent
Tracey	Welch	Teacher
Carl	Tandatnick	Parent
Eric	Olsen	Parent
Letarshia	Hobson	Support
Eve	Barara	Parent
April	Powers	Parent
Aaron	Tandatnick	Student
Isaac	Tandatnick	Student
April	Powers	Student
Cheryl	Stacks	Parent
Janet	Lewallen	Parent
Barbara	Chaparro	Parent
Melanie	Whitcomb	Parent
Elizabeth	Hillrigel	Parent

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Zdenek	Sofr	Parent
Michael	Cook	Parent
Nichole	Homel	Parent
Marie	Haengel	Parent
Deb	Johnson	Parent
Dan	Tumarkin	Parent
Thomas	Rosazio	Parent
Dianne	Alleman	Parent
Brei	Lovell	Parent
Sean	Carpenter	Parent
Kate	Carpenter	Parent
Nendie	Lemkul	Parent
Sara	Devoe	Parent
Sheri	Harrison	Parent

**SIP LAST YEAR**

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

Our SIP from last year has been reviewed to help design and make changes going into this year.

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

Technology  
Professional Development  
Teacher TDE's

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

Our SAC reviews school data and provides input on how monies should be allocated for school improvement.

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

Review and approve SIP initiatives and to give input to help the school progress.

**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.

1. Professional Development (Book Studies, TDE's, Specified Trainings) for teachers.

2. Instructional Materials 3. Technology
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**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 Michael	Last Name Hernandez	Email Address hernandezmic@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Science"/>	Field of Study Educational Leadership	# of Years as an Administrator 5	# of Years at Current School 0
Certifications (if applicable) Secondary Earth and Space Science, Educational Leadership, School Principal			

ASSISTANT PRINCIPAL #1			
First Name Cynthia	Last Name Petersen	Email Address petersenc@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Curriculum and Instruction	# of Years as an Administrator 10	# of Years at Current School 3
Certifications (if applicable) English, Educational Leadership			

ASSISTANT PRINCIPAL #2			
First Name Robyn	Last Name Witcher	Email Address witcherr@pcsb.org	
Highest Academic Degree <input type="text" value="Doctor of Education"/>	Field of Study Home Education	# of Years as an Administrator 16	# of Years at Current School 1
Certifications (if applicable) Family and Consumer Science, Educational Leadership, School Principal			

ASSISTANT PRINCIPAL #3			
First Name Randy	Last Name Shepherd	Email Address shepherd@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Political Science/History	# of Years as an Administrator 13	# of Years at Current School 1
Certifications (if applicable) Criminal Justice, Educational Leadership			

**ASSISTANT PRINCIPAL #4**

First Name	Last Name	Email Address	
Highest Academic Degree	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: 68

% receiving effective rating or higher: 97

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 98

% certified infield, pursuant to Section 1012.2315(2), F.S.: 98

% ESOL endorsed: 30.9

% reading endorsed: 23.5

% with advanced degrees: 38.2

% National Board Certified: 1.5

% first-year teachers: 4.4

% with 1-5 years of experience: 16.2

% with 6-14 years of experience: 41.2

% with 15 or more years of experience: 38.2

**PARAPROFESSIONALS**

# of paraprofessionals: 5

% 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.

Teacher attrition is low; teachers enjoy working at Morgan Fitzgerald. Mentoring is provided to assist our teachers with any area of need. Continuous Professional Development is provided to help teachers grow and develop their craft.

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

Our school embraces positive professional relationships. Our teams are built around a common focus to promote student learning; all teachers have the opportunity to provide input. Our Content PLC's will focus on refining instructional techniques to enhance student learning. Our Hospitality Committee hosts many events to celebrate our teachers and staff. Professionals are recognized and celebrated (back to school breakfast, holiday breakfast, chili cook-off, teacher appreciation luncheon, and end of the year celebration) throughout

the year. We will celebrate Teacher of the Month, Teacher of the Year, Support Employee of the Month, and Support Employee of the Year. Teachers and staff will be recognized for their efforts through our weekly updates sent via email.

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

Any teacher who is in need of support may request or be assigned a mentor. The FIRST priority is brand NEW teachers. Mentoring is for anyone who is affecting student achievement and in need of support to move their teaching practice forward. Mentoring is based on the need for support and is a site-based decision. New teachers may receive support for up to two school years and more as needed. Veteran teachers may only need a few months of support; whereas, teachers hired later in the year may need continued support into the following school year.

**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.

Our school based teams (SBLT, AVID/LLT, PBS/RtI, Data Champions, Content PLC's, and CST) will study and review attendance, discipline, and achievement data in order to guide our instructional practice. Professional Development will center around areas of need as data is reviewed and updated throughout the year. Our focus will be on instructional strategies that ensure learning targets are met in the classroom. We will monitor our success through classroom walk-throughs, data discussions, and professional development.

**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
Michael	Hernandez	Principal
Robyn	Witcher	Assistant Principal
Cynthia	Petersen	Assistant Principal
Randall	Shepherd	Assistant Principal
Priscilla	Roberts	Media Specialist
Casandra	Avalon	TSA-VE Specialist
Cheryl	Parker-Smith	Behavioral Specialist
Mary	Whitlow	Psychologist
Elyse	Kielen	Social Worker
Sara	Abbott	Department Chair-Teacher
Angela	Bolds	Department Chair-Teacher
Jessica	Camarra	Department Chair-Teacher
Ashely	Carpenter	Department Chair-Teacher
Sara	Carroll	Department Chair-Teacher
Christine	Hamp	Department Chair-Teacher
Lisa	Micalizzi	Department Chair-Teacher



MTSS Team Member First Name	MTSS Team Member Last Name	Position
Kristen	Parks	Department Chair-Teacher
Melodye	Pizarro	Department Chair-Teacher
Jessica	Webb	Department Chair-Teacher
Lori	Taylor	Department Chair-Guidance
Christie	Murray	Department Chair-Teacher

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

Administrators routinely meet with faculty through our leadership teams (SBLT, AVID/LLT, PBS/Rtl, Data Champions, Content PLC's, and CST) to review our progress towards our SIP. Attendance, Behavioral, and Assessment data is infused within our leadership teams to drive instructional modifications in order to meet the needs of our students.

**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).

F.A.I.R. data will be analyzed for Reading. Progress monitoring will take place in reading, math, science, social studies and writing. Behavior data will be pulled from Decision Ed and Focus/SIS. Our leadership teams will use MTSS to evaluate and determine student need based off of the data presented.

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

The PBS/Rtl team and SBLT will share data with the staff concerning the 3 levels within the tier system. Positive behavioral supports and infraction interventions will be defined for each tier of support and monitored throughout the year. Each department will give input defining the three tiers. Student data will be monitored in order to determine the effectiveness of the three tiers. The three tiers will be adjusted as necessary to meet the needs of our students.

**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.

PCSB curriculum maps, pacing guides, professional development are all aligned with Florida Standards. Content PLC meetings are focused on data and instruction practices as related to the Florida Standards. Administrators conduct weekly walk throughs with a focus on instructional strategies, learning targets, and learning scales are in alignment with the Florida Standards. Leadership Teams analyzes data to ensure that core curriculum and additional supports are being implemented. PD Choice, SIP PD, District Wide PD, and Strategy Walks are held to support teachers with school wide goals.

**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.

Leadership Teams will utilize supports provide by our Data Champions Team to help identify targeted needs through data analysis. Leadership Teams will utilize the data to construct meaningful PD that allows teachers to advance their practice and modify their instruction to support students. Teachers will use an array of instructional strategies to modify their instruction to meet individual student needs. Learning Targets will contain multi-faceted tiers that will scaffold instruction for students at different levels and allow students to track their progress towards the learning goals.

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

Clearly defined and communicated Learning Goals and Learning Targets.

Minutes added to the school year: \_\_\_\_\_

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

Teachers will set the purpose for learning each day by providing students with the Learning Goal(s) and Learning Target(s). The Learning Goal is the standard that students are learning. Learning Targets are the pathway for accomplishing the Learning Goal. Learning Scales will be developed to assist students with understanding where they are on the learning continuum.

Provide a description of the strategy below.

Teachers will have a common board configuration indicating the Learning Goal and Learning Target. Teachers and students will be able to communicate how the Learning Target is related to the Learning Goal. Instructional strategies will be implemented to help students to communicate their understanding.

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

Data will be collected through classroom walk-throughs and iObservation

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

All Administrators and Department Chairs

### INSTRUCTIONAL STRATEGY #2

Strategy Type

Instructional strategies focused on improving literacy skills within all content areas

Minutes added to the school year: \_\_\_\_\_

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

AVID WICOR Strategies will be used to help students improve upon their literacy skills.

Provide a description of the strategy below.

WICOR strategies will assist students with marking complex text within the content learned, the strategies will help to guide meaningful discussions of content in order to model student thinking, and the strategies will allow for students to write comprehensive works to communicate understanding.

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

Data will be collected through classroom walk-throughs, iObservation, progress monitoring assessments.

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

All Administration and the AVID/LLT Team

**INSTRUCTIONAL STRATEGY #3**

Strategy Type

Students will track and monitor their learning by using Learning Scales.

Minutes added to the school year: \_\_\_\_\_

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

Teachers will create learning scales that allow students to track and monitor their progress within class

Provide a description of the strategy below.

Learning Scales will be created around Florida Standards. Within the Learning Scales, Learning Targets will be created that allow students the ability to actively participate in tasks to progress their understanding of the Learning Goal (Standards). Students will be able to rate their understanding on Learning Scales to grasp their understanding of the Learning Goal. Progress on Learning Targets will allow students the pathway to track understanding.

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

Data will be collected through classroom walk-throughs, iObservation, progress monitoring assessments, district and state assessments.

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

All Administrators, SBLT, and Content PLC Teams

**INSTRUCTIONAL STRATEGY #4**

Strategy Type

Extended Learning Program (ELP) will serve as a vehicle to provide enrichment and remediation for students needing academic interventions

Minutes added to the school year: \_\_\_\_\_

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

Extended Learning will give students opportunities to enhance learning and advance their content knowledge. Extended Learning will provide students with opportunities to recover course grades at the semester for those needing assistance.

Provide a description of the strategy below.

Targeted students will attend before/after school and will receive small group or 1:1 instruction each week.

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

Progress monitoring data.

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

Dr. Witcher, Assistant Principal for Instruction, and selected instructors.

**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.

Camp Fitz is our 6th grade orientation design to help elementary students transition into our school. Grade level assemblies are held to communicate expectations and help all students transition into the new school year. High school readiness nights will assist families with transition of middle school students into high school. Guidance counselors will assist students with transitions from each grade level to the next. High Schools will be invited to our school to present offerings and programs to assist students with choices as they transition out of middle school.

**COLLEGE AND CAREER READINESS**

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

Our AVID program will lead cultural building initiatives throughout the school year to promote both high school and college readiness. AVID/LLT Team has built activities (high school readiness week, literacy week, college week, and spirit week) for students to participate in to promote a college and career focus. AVID WICOR strategies provide instructional strategies to help all students with high school, college, and career readiness.

Describe how the school integrates vocational and technical education programs.

Morgan Fitzgerald Middle offers a variety of electives to give the middle school student an opportunity to explore, find his/her true passion and develop new interests. In technology we offer choices of two Computer Application Programs and an Information Technology class. We also have a class where students write and communicate the Morning Show which is shown on a daily basis to the student body. If a student is interested in art, we offer 2-Dimensional Art, 3-Dimensional Art, and we have a Digital Art and Design program. Our music program consists of different levels of band and orchestra, and we are beginning a new choral program. Also new to our elective choices, we are offering a Culinary Arts program which has classes pertaining to cooking, tourism, and exploring hospitality. MFMS has a Journalism class where students focus on writing and designing our school yearbook. The World Language choices for students consists of Spanish, World Language International Studies, and American Sign Language. Students in 6th and 8th grade take a semester health class, and a variety of PE classes are offered according to a student's grade level. These elective choices should help broaden a students' education as well as help them in their choices about their futures.

MFMS utilizes Pinellas Pathways to Graduation which prepares students to earn a standard high school diploma to then pursue entry into a post secondary school.

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.

1. Active student and family participation in middle and 9th grade course selection.
2. Utilize data to encourage student enrollment in rigorous courses.
3. Increased communication with families regarding countywide magnet and career academy programs.
4. Expose all students to AVID strategies to increase success in all classes.
5. Explore career interests with students utilizing Counselor Connect.
6. Provide opportunities for additional academic support (extended learning) for students who are not meeting expectations.

**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
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LLT Member First Name	LLT Member Last Name	Title	Email
Laura	Ulbrich	teacher	ulbirchl@pcsb.org
Casey	Tennis	teacher	tennisc@pcsb.org
Cynthia	Petersen	administrator	petersenc@pcsb.org
Kathleen	Hinkle	teacher	hinklek@pcsb.org
Lolietta	Cherizard-Thomas	teacher	thomaslol@pcsb.org
Brian	Machado	teacher	machadob@pcsb.org
Taylor	Whaley	teacher	whaleyt@pcsb.org
Michael	Caris	teacher	carism@pcsb.org
Jill	Bryson	teacher	brysonj@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 LLT team will combine with AVID to promote our schools literacy objectives. A representative from all content areas will serve on the AVID/LLT Team. All courses will embed literacy practices within their content. Instructional strategies (WICOR) will be used to help students build their literacy foundation.

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

1. Text marking strategies
2. Students using text dependent evidence to support written and oral claims
3. Literacy supports in all content areas

**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) Area 1: English Language Arts (Reading)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.3	26.3	36

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30	30	40

**FLORIDA ALTERNATE ASSESSMENT (FAA)****Area 1: English Language Arts (Reading)**

## Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
12.5	12.5	17

## Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
87.5	87.5	92

**LEARNING GAINS****Area 1: English Language Arts (Reading)**

## Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
56.4	56.4	61

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
66	66	71

**COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)****Area 1: English Language Arts (Reading)**

## Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65.8	65.8	70

## Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30.4	30.4	35

## Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29.5	29.5	34

**ANNUAL MEASURABLE OBJECTIVES (AMOs)****Area 1: English Language Arts (Reading)**

## 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	65	65	71
Black/African American	41	41	55
Hispanic	30	30	55
Asian	79	79	84
American Indian	33	33	70
English Language Learners (ELLs)	18	18	45
Students with Disabilities (SWDs)	24	24	45
Economically Disadvantaged	45	45	61

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

**READING GOAL****Area 1: English Language Arts (Reading)**

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

Increase the number of students performing at state level proficiency rates by 10%.

Provide possible data sources to measure your reading goal.

SRI, FSA (Reading and Writing), Achieve 3000, Read 180, and Write Score

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
Utilize AVID WICOR reading strategies to help increase our school reading scores. Teachers will share WICOR literacy strategies and offer demonstrations.	Classroom teachers will be trained on how to effectively use these strategies. In every classroom, teachers will post a WICOR poster that details the strategies. Teachers will model the use of WICOR strategies through strategy walks.
Action 2	Plan to Implement Action 2
Increase the use of Interactive Notebooks used by teachers and students in all ELA and Reading classes.	Teachers will use Interactive Notebooks with a Table of Contents (Right Sides will contain teacher input and Left Sides will contain student output in order to help students interact with new knowledge.) Professional Development will give teachers opportunities to grow knowledge base using Interactive Notebooks.
Action 3	Plan to Implement Action 3
Utilize common text-marking/annotation strategies.	Classroom teachers will be trained on how to effectively use text-marking strategies. Create a simple poster for classrooms. ELA and Reading teachers will use a common color-coding system.
Action 4	Plan to Implement Action 4
Participate in school-wide Reading contests and DEAR as schedule allows.	Teachers will ensure students have appropriate level reading materials based on SRI done through ELA; Teachers will have classroom libraries.

**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 (%)
60.9	60.9	65

## Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	30

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 the number of students performing at state level proficiency rates by 5%.

Provide possible data sources to measure your writing goal.

FSA and Exemplar Lessons (Core Connections), and Write Scores

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
Utilize AVID WICOR writing strategies to help increase our school writing scores.	Classroom teachers will be trained on how to effectively use these strategies. In every classroom, teachers will post a WICOR poster that details the strategies. Teachers will use writing strategies and graphic organizers to support essay writing.
Action 2	Plan to Implement Action 2
All teachers will use school-wide WICOR strategies to support literacy.	AVID team will select specific strategies for school-wide use.
Action 3	Plan to Implement Action 3
6th and 7th Grade ELA teachers will create writing portfolios containing the Exemplar Lessons (Core Connections) to pass on to the next years teacher.	Provide training on the use of FSA Informational and Argumentative Essay Rubrics.
Action 4	Plan to Implement Action 4
All content areas will provide opportunities for students to incorporate writing in their specified content areas.	Use of WICOR strategies to allow students opportunities to write within all content areas.



**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section C****Area 3: Mathematics****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22.1	22.1	27

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.1	26.1	31

**FLORIDA ALTERNATE ASSESSMENT (FAA)****Area 3: Mathematics**

## Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37.5	37.5	32

## Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
62.5	62.5	67

**LEARNING GAINS****Area 3: Mathematics**

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
66	66	71

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65	65	70

**ANNUAL MEASURABLE OBJECTIVES (AMOs)****Area 3: 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	54.8	54.8	59
Black/African American	29.5	29.5	50
Hispanic	31.9	31.9	50
Asian	75	75	80
American Indian	33.3	33.3	40
English Language Learners (ELLs)	11.8	11.8	40
Students with Disabilities (SWDs)	15.7	15.7	40
Economically Disadvantaged	36.3	36.3	45

**MIDDLE SCHOOL ACCLERATION****Area 3: Mathematics**

## Middle School Participation in High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
21		

## Middle School Performance on High School EOC

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

**ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)****Area 3: Mathematics**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35.2		

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
44.4		

**GEOMETRY END-OF-COURSE ASSESSMENT (EOC)****Area 3: Mathematics**

## Students Scoring at Achievement Level 3

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

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
83.9		

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.

Increase the number of students performing at state level proficiency rates by 5%.

Provide possible data sources to measure your mathematics goal.

FSA, Performance Matters, Algebra EOC, Geometry EOC, Summative, and Formative Assessments

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
Mathematics teachers utilize data to differentiate and scaffold instruction to increase student performance.	Teachers meet in PLCs at least once per month to review student data including responses to tasks and formative assessments which incorporate the Standards for Mathematical Practice and Content Standards. Teachers discuss and implement instructional strategies that allow students opportunities to model their thinking of math concepts.
Action 2	Plan to Implement Action 2
Teachers engage in instructional activities that incorporate higher order thinking questions, the Standards for Mathematical Practice and performance tasks aligned to Mathematics Florida Standards (MAFS).I	Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods. Teachers will participate in school wide PD rotations and will be encouraged to attend district trainings to further their learning of math instruction.
Action 3	Plan to Implement Action 3

Teachers target and recommend students for ELP.	Close learning gaps through early interventions, small group instruction, differentiated instruction, lesson modification, and extra practice.
<b>Action 4</b>	<b>Plan to Implement Action 4</b>
Incorporate Learning Goals and Learning Scales to assist students with learning	Learning Goals and Learning Scales will help student interact with concepts learned and allow students to track their learning.

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section D** **Area 4: Science**

**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20.4	19	24

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.4	33	38

**FLORIDA ALTERNATE ASSESSMENT (FAA)** **Area 4: Science**

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

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

**SCIENCE GOAL** **Area 4: Science**

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

Increase the number of students performing at state level proficiency rates by 5%.

Provide possible data sources to measure your science goal.

Performance Matters, Summative and Formative assessments

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.

<b>Action 1</b>	<b>Plan to Implement Action 1</b>
Teachers engage in close reading of complex text, text marking strategies, and text-dependent questions aligned to standards.	Administrator visits classrooms and provides feedback to teachers, and the administrator and science coach collaborate to determine next steps. PD is implemented to help assist teachers progress their literacy instruction.
<b>Action 2</b>	<b>Plan to Implement Action 2</b>

Teacher will provide extensive inquiry based instruction which includes research, scientific thinking, and writing opportunities.	Using Project Based Learning during the elaborate phase of the 5E instructional model, teachers will help students make real world content connections to make content meaningful. Teachers will incorporate laboratory and hands-on experiences to enhance student learning.
Action 3	Plan to Implement Action 3
Teachers engage in close reading of complex text, text marking strategies, and text-dependent questions aligned to standards.	Teachers meet in PLC's at least once per month to review student response to tasks and plan text-dependent questions, close reading, and skill/strategy based groups to implement during core instruction with students to support their success with complex text.
Action 4	Plan to Implement Action 4
Incorporate Learning Goals and Learning Scales to assist students with learning.	Learning Goals and Learning Scales will help student interact with concepts learned and allow students to track their learning.

**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 (#)
4	5

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
39	13.8	45.7

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

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

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

To increase our students interest in the STEM Academies.

Provide possible data sources to measure your STEM goal.

We will use attendance and demographic data to monitor STEM participation.

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
Increase the number of STEM participants.	We will participate in activities to promote the STEM initiative. (Fliers, Parent Night, Club Day, Special Events)
Action 2	Plan to Implement Action 2
Enhance students understanding of STEM in our classes.	Provide students with projects to explore careers in STEM and identify how math and science relate to certain careers.
Action 3	Plan to Implement Action 3

Increase Parent Awareness of STEM.	Hold Parent STEM night to showcase STEM activities
Action 4	Plan to Implement Action 4
Increase the numbers of underrepresented minorities in STEM.	Advertisement: flyer's, videos, speakers, short-term class activities

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**  
**Section F** **Area 6: Career and Technical Education (CTE)**

Students Enrolling in One or More CTE Courses

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

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	20

Completion Rate for CTE Students Enrolled in Accelerated Courses

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

Students Taking CTE Industry Certification Exams

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

Passing Rate for Students Who Take CTE Industry Certification Exams

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

CTE Program Concentrators

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

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	1	5

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

**CTE GOAL** **Area 6: Career and Technical Education (CTE)**

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

To increase the opportunities for students to participate in a CTE elective.

Provide possible data sources to measure your CTE goal.

Course enrollment, achievement data, and industry certifications

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
Opening new courses in culinary arts.	Students will have the option to participate in elective culinary art class; many have registered for the electives.
Action 2	Plan to Implement Action 2
Developing a course progression from grade 6 through 8 for students with a culinary interest.	Giving students opportunities to participate in culinary arts electives grades 6 through 8. Courses include Orientation to Career Cluster, Exploring Hospitality and Tourism, and Fundamentals of Culinary Careers.
Action 3	Plan to Implement Action 3
Increase opportunities for students to participate in computer based courses.	Students will be able to participate in a variety of computer based electives grades 6 through 8.
Action 4	Plan to Implement Action 4
Provide opportunities for students to earn industry certification.	Students have the opportunity to earn industry certifications through testing their skill level in working with the Microsoft suite.

**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 (%)
	26	31

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	33	38

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

Students Scoring at Achievement Level 3

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

Students Scoring at or Above Achievement Level 4

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

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

**SOCIAL STUDIES GOAL** **Area 7: Social Studies**

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

Increase the number of students performing at state level proficiency rates by 10%.

Provide possible data sources to measure your social studies goal.

Civics EOC, Performance Matters, Classroom walthrough's

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
Social Studies teachers will utilize data to develop scaffolding to students	Teachers regularly incorporate knowledge checks (formative assessments) and use the collected data to gauge student mastery of the course content.
Action 2	Plan to Implement Action 2
Teachers incorporate instructional activities that support student success with the LAFS withing the Social Studies curriculum	Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via Document Based Questions (DBQ) Project materials.
Action 3	Plan to Implement Action 3
Teachers engage students in instructional activities that include higher order thinking skills	Teachers include AVID WICOR strategies to support students achievement at all levels
Action 4	Plan to Implement Action 4
Teachers engage students in instructional activities that include higher order thinking skills	• Administrators monitor implementation of instructional strategies and established learning goals through walkthroughs and offer support in deciding on next steps for improvement and instruction.

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section H</b>	<b>Area 8: Early Warning Systems</b>
<b>ATTENDANCE</b>	

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	2.3	2.1	1.5
Grade 7	0.5	1.6	1.5
Grade 8	0.7	3.1	1

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 (%)
Grade 6	18.2	16.2	11
Grade 7	25.1	22.6	13.6
Grade 8	21	20.9	8.7

<b>SUSPENSIONS</b>	<b>Area 8: Early Warning Systems</b>
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Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	28.2	28.4	20

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 7	20.7	34.8	20
Grade 8	26.5	27.7	25

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	10	8	3
Grade 7	5	11	3
Grade 8	6	5	8

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 (%)
Grade 6	20.5	19.3	15
Grade 7	14.7	21.6	15
Grade 8	16	19.1	18

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 (%)
Grade 6	4.9	3.1	1
Grade 7	0.2	5.5	2
Grade 8	2.1	4.4	3

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 (%)
Grade 6	13.1	11.3	5
Grade 7	10.4	15.6	8
Grade 8	10.3	8.4	10

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 (%)
Grade 6	1.3	0.3	0
Grade 7	0.2	1.8	0
Grade 8	1.4	1	0

Students Referred for Alternative School Placement



	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	0	0
Grade 7	0	0.5	0
Grade 8	0	0.5	0

**RETENTIONS**

**Area 8: Early Warning Systems**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	1	0.3	0
Grade 7	1.2	0	0
Grade 8	0.7	0.3	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 (%)
Grade 6	24		
Grade 7	22		
Grade 8	24		

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	8.2	2.4	1
Grade 7	7.7	6.2	1
Grade 8	2.5	1	3

Students in 6th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.2	2.4	1.5

**MULTIPLE EARLY WARNING INDICATORS**

**Area 8: Early Warning Systems**

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	24.9	23.9	20
Grade 7	20	27.5	20
Grade 8	21.7	23	23

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).

Our SBLT, RtI/PBS, Data Champs, and CST teams will review attendance, behavior, and achievement data to track and monitor students progress. Students needing services to assist in the areas of attendance, behavior, and achievement will receive additional opportunities through ELP, tutoring, coaching, and mentoring.

**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 (%)
Goal: African-American students will increase learning gains in Math by 10% Actions: Increase positive to negative interactions 5:1 ratio Implement cultural sensitive lesson planning fostering creativity Increase the amount of hands-on learning experiences Increase the use of learning games and competitive experiences to enhance learning Seek out Mentors for our African American Students Implement deescalation strategies	30		40%
Goal: African-American students will increase learning gains in Reading by 10% Actions: Increase positive to negative interactions 5:1 ratio Implement cultural sensitive lesson planning fostering creativity Increase the amount of hands-on learning experiences Increase the use of learning games and competitive experiences to enhance learning Seek out Mentors for our African American Students Implement deescalation strategies	42		52

**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).

All parents have the opportunity to be active members and give input to our PTA and SAC organizations. Parents will be able to participate in school activities and community events. We will introduce High School Readiness Nights for parents to have an opportunity to learn about transition into high school. Back to School Night and Conference Night will give parents opportunities to interact with teachers and be oriented with class expectations.

**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.

Our refreshed school website will have information to keep parents informed of upcoming events and pertinent news. Parents will receive School Messenger calls to keep them informed of important information and events. Our marquee will display news for parents to view as they enter school grounds. Parents are welcome to visit and be part of all school activities. Our school will coordinate events for families to participate in (High School Readiness Nights, Conference Night, Family Fun Night, and School Show Case)

**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 Community Liaison will work to register volunteers to support school events and work with local businesses to build a network of support for our students.

**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 (%)
Wellness Goals: Work toward Bronze Level recognition with the Alliance for a Healthier Generation.		Silver in 83% of H <sup>+</sup>	Silver in 6 out of H <sup>+</sup>
Gifted Goals: Monitor students for success and achievement Improve achievement Involve parent(s) in student achievement Progress monitoring			90% pass rates

## 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	Continuous Improvement of Instructional Practice
Related Goal(s)	Marzano
Topic, Focus, and Content	New Employee Evaluation system
Facilitator or Leader	Administrative Team
Participants (e.g., Professional Learning Community, grade level, school wide)	School Wide
Target Dates or Schedule (e.g., professional development day, once a month)	7/22/15, 8/13/15, 8/18/15
Strategies for Follow-Up and Monitoring	Continued PD during Content PLC's and District & School wide PD days
Person Responsible for Monitoring	Mr. Hernandez and Dr. Witcher
Professional Development Identified	Continuous Improvement of Instructional Practice
Related Goal(s)	PD Choice
Topic, Focus, and Content	Select an area of instructional need/interest to focus upon
Facilitator or Leader	Administrative and Teacher leaders
Participants (e.g., Professional Learning Community, grade level, school wide)	School Wide
Target Dates or Schedule (e.g., professional development day, once a month)	9/22, 1/26, 3/14
Strategies for Follow-Up and Monitoring	Teachers will learn a variety of strategies based on selected choices and will work to implement learned material into classroom practice
Person Responsible for Monitoring	Mr. Hernandez and Dr. Witcher
Professional Development Identified	Continuous Improvement of Instructional Practice
Related Goal(s)	School Wide Strategy Walks
Topic, Focus, and Content	Teachers will visit other teachers classrooms to reflect upon an instructional practice they wish to learn more about
Facilitator or Leader	Administrative and Teacher leaders
Participants (e.g., Professional Learning Community, grade level, school wide)	School Wide
Target Dates or Schedule (e.g., professional development day, once a month)	10/27, 11/30-12/4, 2/23, 5/24

Strategies for Follow-Up and Monitoring	Teachers will complete a reflection slip of the strategy during the visit, provide feedback to the teacher teaching the strategy, and plan to implement strategy in their classroom
Person Responsible for Monitoring	Mr. Hernandez and Dr. Witcher
Professional Development Identified	Continuous Improvement of Instructional Practice
Related Goal(s)	Marzano Book Study
Topic, Focus, and Content	Continued PD on Learning Targets
Facilitator or Leader	Dr. Witcher
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	School Wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	During Quarter 2
Strategies for Follow-Up and Monitoring	Classroom walkthroughs and teacher reflection
Person Responsible for Monitoring	Dr. Witcher

**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.

1. Title II= funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district’s lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.
2. Title III= funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.
3. Title X- Homeless= funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).
4. Supplemental Academic Instruction (SAI)= funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.

**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.

**PART V** **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	
Related Goal(s)	
Actions/Plans	
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	
Description of Resources	
Funding Source	
Amount Needed	

**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?	
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

