



2013-2014 SCHOOL IMPROVEMENT PLAN

Callahan Middle School
450121 OLD DIXIE HWY
Callahan, FL 32011
904-879-3606

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 44%
Alternative/ESE Center No	Charter School No	Minority Rate 11%

School Grades History

2012-13 B	2011-12 A	2010-11 A	2009-10 A	2008-09 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Callahan Middle School

Principal

Ellen Ryan

School Advisory Council chair

Pam Smith

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ellen Ryan	Principal
Brad Underhill	Assistant Principal
Pam Smith	SAC Chair/teacher
Sandra Giles	Counselor
Jillian Swann	Language Art Department Chair
Arletta Kicklighter	Math department Chair
Ruth Duncan	Science Chair
Caleb Bryan	Teacher
Paula Thompson	Reading Coach

District-Level Information

District

Nassau

Superintendent

Dr. John L Ruis

Date of school board approval of SIP

11/14/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Pam Smith Teacher /Chair
 Brad Underhill School Related Person
 Angie Holmes Parent
 Wanda Selby parent
 Sharon Grice Parent
 Kathleen Sheibe Parent
 Karen Pace Parent

Stephanie Knagge Parent
Angie Edwards Parent
Leese Cogan Parent
Ranae Lewis Community Leader
Cynthia Meyer Teacher
Marci McCosh Teacher
Tina Smith School Related Person
Tam Nguyen Parent

Involvement of the SAC in the development of the SIP

The SAC assists in the preparation and evaluation of the school improvement plan through review, and vote of approval.

Members assist in allocation of funds by a vote of approval. These funds are used for implementing school improvement

Activities of the SAC for the upcoming school year

Guest speakers, teacher presenters, how we use technology at school, report of classroom activities, field trips, school activities, text book adoptions, report school scores, schedules for school year, important dates, security on campus, climate survey, reports from guidance, summer camps, FCAT Testing Parent letters, school safety, school newsletters, Rambler live information, calendar dates, sports news, CMS recognition, middle school and high school requirements, Rambler 600 activities, Constitution Day, FL Writes, School attendance, Online Course requirements, festivals, CMS Chorus, parent letters, electronic devices, academic honesty, testing requirements, leaving campus, Focus, Teacher evaluations, Marzano's Domain 2, Student SGA plans, Red Ribbon Week, Violence survey, Annual Tornado Drill, Civics requirements, CMS Bullying Prevention, Next meeting dates, approval of previous meeting minutes, introduction of members, sign in sheet, Adopt agenda, Old business, A+ Recognition Money, elect members, RTI, Communities in School program, SAC reporting, United Way Campaign, Accelerated Reader Pizza party, elect new members, all activities, lessons used within the classroom, and any and all activities, procedures and functions at school or away are shared with stakeholders, guests and SAC members.

Projected use of school improvement funds, including the amount allocated to each project

- To replace old and worn out novels for the Teams and LA Teachers. Funds to new novels for Teams. funds permitting
- Social Studies Subject Area Leader Supplement Funds permitting
- Recycling Project Funds permitting
- Substitutes to help write the DASIP, fifth grade orientation, Career Fair, Talent Show, Drama, 2013-2014 Planning as needed for SIP needs, additional workshops to promote student achievement. funds permitting

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ellen Ryan

Principal

Years as Administrator: 17

Years at Current School: 17

Credentials

BA, MA, Med

Certifications: Elementary Ed, Early Childhood, ESOL, Gifted Endorsement, Principal All Levels

Performance Record

2012-2013 School Grade B
 2011-2012 School Grade: A.
 2010-2011 School Grade: A.
 2009-2010 School Grade: A.
 2008-2009 School Grade: A.
 2007-2008 School Grade: A.
 2006-2007 School Grade A
 2005-2006 School Grade A
 2004-2005 School Grade A
 2003-2004 School Grade A
 2002-2003 School Grade A

Brad Underhill

Asst Principal

Years as Administrator: 7

Years at Current School: 12

Credentials

BS, M ed, Biology certifications: Biology 6-12

Performance Record

"A" Rated School for 10 consecutive years. See above documentation.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Paula Thompson		
Full-time / District-based	Years as Coach: 5	Years at Current School: 7
Areas	Reading/Literacy	
Credentials	Masters Elementary Ed, MGIC, Reading Endorsement	
Performance Record	A" Rated School for 10 consecutive years. 2012-2013 School Grade "B" 2011-2012 School Grade: A. 2010-2011 School Grade: A. 2009-2010 School Grade: A. 2008-2009 School Grade: A. 2007-2008 School Grade A 2006-2007 School Grade A 2005-2006 School Grade A 2004-2005 School Grade A 2003-2004 School Grade A 2002-2003 School Grade A	

Classroom Teachers

# of classroom teachers	46
# receiving effective rating or higher	46, 100%
# Highly Qualified Teachers	100%
# certified in-field	43, 93%
# ESOL endorsed	6, 13%
# reading endorsed	9, 20%
# with advanced degrees	15, 33%
# National Board Certified	0, 0%
# first-year teachers	0, 0%
# with 1-5 years of experience	16, 35%
# with 6-14 years of experience	22, 48%

with 15 or more years of experience

8, 17%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Provision of mentoring, training and coaching for:
 - a) first and second-year new teachers, including those in Alternative Certification (ACP) or Educator Preparation Institute (EPI) programs; and
 - b) ESOL and Reading teachers in the process of earning an Endorsement.
 These activities are coordinated with the district's Personnel system and through the provision of an ESOL Coach and an Instructional Strategies/New Teacher Coach.
2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide resources, coaching, and professional development to any teacher whose overall evaluation rating is Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors.
3. Resources and/or professional development will be provided to support the skills and knowledge needed to increase the number of In-field/Highly Qualified/effective teachers. This will include provision of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of certification to teachers' existing certificates; financial support for provision of study guides and workshops (as available); assistance with cost of adding subject areas to certificates to become in-field in all courses taught.
4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership development opportunities.
5. Professional development activities and records are efficiently and effectively managed to ensure teachers maintain their certification and remain up to date in their areas of certification.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

A. First year teachers participate in the following district professional development and mentoring activities:

1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn This in College?
4. Common Core Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs
8. Professional Education Competencies, as applicable
9. Classroom and Behavior Management
10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.

B. Observation and Coaching/Mentoring Components:

1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.
2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.
3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.
4. On-going informal observations and coaching with feedback conducted by Instructional Strategies Coach, with related professional development resources available via the district's iObservation system.
5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.

C. RATIONAL FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES:

The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.

The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom visits and observations, reflection, and coaching and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

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

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data.

Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

The Problem Solving Process

The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is expected.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrator, school counselor, literacy coach, department heads, and instructional coach. The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students.

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

District Problem Solving/Response to Intervention Process Implementation Guide and review of school data.

Classroom observations.

Walk-throughs.

Lesson plan documentation.

Monitor grade level reports from progress monitoring assessments.

Monitor discipline referrals and attendance reports.

Monitor course-work grades.

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

Tier I-Data sources: FCAT 2.0, FAA, EOCs in Algebra I. Data programs: FOCUS, PMRN, FCAT Data Star

Tier II-Program specific data for Tier II instruction- READ 180 Next Generation, Achieve 3000

Tier III- PMP student individualized progress monitoring plans

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

The District RtI Specialist and district support personnel are available to meet with and assist school based teams upon request (school psychologist, staffing specialist, behavior specialist, social worker). The Florida Department of Education offers a free Introductory on-line course: Introduction to Problem Solving and Response to Intervention

The Nassau County District Problem Solving/Response to Intervention Process Implementation Guide

- PLC meetings
- Professional development – webinars, workshops
- Data Star
- District support staff

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Strategy Purpose(s)
 ""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Paula Thompson	Reading Coach
Jillene Swann	Language Arts Subject Area Leader
Joye Music	Media Specialist
Ruth Duncan	Science Subject Area Leader
Arletta Kicklighter	Math Subject Area Leader
Caleb Bryan	Social Studies Subject Area Leader

Name	Title
Ellen Ryan	Principal

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building, to identify literacy goals and to develop an action plan to achieve those goals. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve in this role. Literary Leadership teams meet regularly to address professional development in literacy, content area literacy initiatives, and reading intervention programs. The principal and reading/literacy coach at the school chair or co-chair these meetings.

Major initiatives of the LLT

The LLT will support instructional strategies to improve reading comprehension and the Common Core State Standards for College and Career Readiness in reading, writing, speaking, listening, and language. The LLT team will provide professional development throughout the year to ensure that text complexity, along with close reading and rereading of texts, is central to lessons, to provide scaffolding that does not preempt or replace text reading by students, to develop and ask text dependent questions from a range of question types, to emphasize that students support their answers based upon evidence from the text, and to provide extensive research and writing opportunities.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The Reading Coach, along with the principal and Literacy Leadership Team employ research-based strategies to support reading/writing instruction across the curriculum. The Reading Coach provides professional development activities to engage all teachers through Professional Learning Communities. Students' mastery of the Common Core State Standards, FCAT 2.0, ACT, SAT, and PERT requires a unified approach by all teachers to meet the particular challenges of reading and writing in each subject area. Teachers' use of high quality complex text will provide a context for building language and vocabulary. By extracting information from more complex informational text, using text evidence to explain and justify an argument in discussion and writing, analyzing and critiquing the effectiveness and quality of an author's writing style, presentation, or argument, students reading skills will become more highly developed. Monitoring the effectiveness of this goal will include: classroom walkthrough data, program data, progress monitoring data, lesson plans, and student artifacts.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Our school encourages every course to incorporate levels of relevant real-world learning experiences; each content area course uses strategies and activities that can apply across disciplines and apply to real-world situations. Relevant learning is interdisciplinary and contextual. It requires students to apply core knowledge, concepts or skills to solve real-world problems.

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

Efforts to support the development of students' academic and career plans include large group presentations, classroom presentations, parent workshops and individual conferences with students throughout their secondary school careers. Resources include student handbooks, the Student Progression Plan, Registration Guides, College and Career Fairs, and Financial Aid Workshops. Family involvement in the planning process includes notification of activities through School Reach, school websites, and school newsletters.

Strategies for improving student readiness for the public postsecondary level

Schools recognize students who meet Florida's college and career readiness criteria. Student data is at the forefront of all we do to assure students' academic success. In order to meet this goal based on analysis of assessment data, students may be provided with additional support through courses such as Intensive Reading, Math for College Readiness, Math for College Success, and English 4 Florida College Prep.

Career Education programs offer certification opportunities for students in Food Service Management (Serve Safe), Certified Nursing Assistant, Certified Medical Administrative Assistant, EMT, ADOBE Dreamweaver, ADOBE Flash, ADOBE Photoshop, Autodesk – AutoCAD Certified User, National Center for Construction Education and Research: Level 1 Electrical and HVAC Level 1 and 2, Carpentry Level 1 and 2, and Masonry Level 1 and 2, Microsoft Office Specialist, QuickBooks, and FAA Ground School. Dual Enrollment and Advanced Placement courses provide opportunities for students to engage in college-level course work while enrolled in high school.

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	62%	No	72%
American Indian				
Asian				
Black/African American	67%	53%	No	70%
Hispanic	83%	72%	No	85%
White	68%	63%	No	72%
English language learners				
Students with disabilities	45%	25%	No	51%
Economically disadvantaged	59%	55%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	262	33%	35%
Students scoring at or above Achievement Level 4	215	27%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	331	42%	45%
Students in lowest 25% making learning gains (FCAT 2.0)	44	6%	9%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	142	56%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		60%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	58%	No	70%
American Indian				
Asian				
Black/African American	73%	37%	No	76%
Hispanic	70%	57%	No	73%
White	67%	62%	No	70%
English language learners				
Students with disabilities	38%	34%	No	45%
Economically disadvantaged	61%	55%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	270	35%	38%
Students scoring at or above Achievement Level 4	179	23%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		20%
Students scoring at or above Level 7	[data excluded for privacy reasons]		90%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	394	51%	55%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	107	14%	18%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	25	3%	10%
Middle school performance on high school EOC and industry certifications	25	3%	10%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		10%
Students scoring at or above Achievement Level 4	22	88%	90%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	30%	34%
Students scoring at or above Achievement Level 4	64	25%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		50%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	30		50
Participation in STEM-related experiences provided for students	350	43%	50%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	296	35%	32%
Students who fail a mathematics course	8	1%	1%
Students who fail an English Language Arts course	6	1%	1%
Students who fail two or more courses in any subject	7	1%	1%
Students who receive two or more behavior referrals	151	18%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	105	12%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

To increase the parental involvement per household and or parents participating in school related activities per household through parent newsletters. school reach, FOCUS, Edline, school website, school advisory counsel. Booster Clubs, Open House, SIP meetings, new student orientation and climate surveys.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
FOCUS Parent Portal Involvement	320	40%	50%

Goals Summary

- G1.** Increase opportunities for students to enroll in CTE courses and complete industry certification.
- G2.** All students will increase in their Reading proficiency.
- G3.** We will quickly identify students who are considered "at-risk" due to attendance, behavior, and course performance, and provide early interventions and supports.
- G4.** All students quality of Writing in narratives, informative/explanatory text, and argumentative text will improve.
- G5.** All students will increase in their Math proficiency.
- G6.** All students will increase in their Science proficiency.
- G7.** Sustained and systematic attention will be given to Social Studies and Civics in our K-12 curriculum
- G8.** It is our goal to keep the lines of communication with our parents open and to actively include parents in the education process.
- G9.** Increase opportunities for teachers to change instructional practices (problem solving, discovery learning, collaboration, communication, and critical thinking skills) as it relates to effective integration of STEM across the curriculum.

Goals Detail

G1. Increase opportunities for students to enroll in CTE courses and complete industry certification.

Targets Supported

- CTE

Resources Available to Support the Goal

- CTE Director CTE programs of study Career education class Choices ePEP
<http://www.fldoe.org/workforce/publicat.asp>

Targeted Barriers to Achieving the Goal

- Lack of CTE teachers and programs

Plan to Monitor Progress Toward the Goal

Administration, CTE director

Person or Persons Responsible

Industry certification CTE courses

Target Dates or Schedule:

ongoing

Evidence of Completion:

Industry certification CTE courses

G2. All students will increase in their Reading proficiency.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Saxon Phonics SRA Mastery Plus Fast Forward SRA Reading Mastery Signature My Reading Coach Earobics Academy of Reading READ 180 Achieve 3000 FCAT Explorer FAIR Study Island

Targeted Barriers to Achieving the Goal

- Students may fail to see the connection between classroom activities and learning goals.
- Students may have significant deficits in reading skills and are working below grade level.
- Lack data analysis to support
- lack of collaborative planning time.

Plan to Monitor Progress Toward the Goal

Formative and Summative assessments

Person or Persons Responsible

administration, teachers, and Students

Target Dates or Schedule:

ongoing

Evidence of Completion:

Assessment Data

G3. We will quickly identify students who are considered "at-risk" due to attendance, behavior, and course performance, and provide early interventions and supports.

Targets Supported

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

Resources Available to Support the Goal

- School Reach RTI teams Attendance & Truancy officer Drop-out prevention Adult education Intensive reading/math classes

Targeted Barriers to Achieving the Goal

- Parental support

Plan to Monitor Progress Toward the Goal

FOCUS, Attendance, DATA STAR, RTI plans, Behavior referrals

Person or Persons Responsible

Administration, Teachers, Attendance Clerk, RTI

Target Dates or Schedule:

ongoing

Evidence of Completion:

data sources

G4. All students quality of Writing in narratives, informative/explanatory text, and argumentative text will improve.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Rubrics Emphasis on Writing Across all Disciplines for Real Purposes Text Exemplars Student Writing Exemplars

Targeted Barriers to Achieving the Goal

- Training needed in the new writing requirements with an emphasis on conventions, and quality of support with specific and relevant supporting details.
- Collaborative Planning time for teachers

Plan to Monitor Progress Toward the Goal

Writing Assessments, Writing Rubrics, Writing Samples

Person or Persons Responsible

Administrators, Teachers, and students

Target Dates or Schedule:

ongoing

Evidence of Completion:

Formative and Summative Assessments

G5. All students will increase in their Math proficiency.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC

Resources Available to Support the Goal

- Math 180 Study Island <http://www.illustrativemathematics.org/> CCSS Mathematics Marzano's Art and Science of Teaching Framework Accelerated Math: IXL Discovery Ed, CPalms

Targeted Barriers to Achieving the Goal

- Students may need assistance to interact with new knowledge
- Students may not be engaged in cognitively complex tasks.
- Students may fail to see the connection between classroom activities and real-world applications
- Collaborative planning time for teachers

Plan to Monitor Progress Toward the Goal

Assessment Data, Classroom lesson plans, Marzano's Art and Science of Teaching Framework

Person or Persons Responsible

Administration, Teachers Students

Target Dates or Schedule:

ongoing

Evidence of Completion:

Assessment data, Lesson plans, deliberate practice

G6. All students will increase in their Science proficiency.**Targets Supported**

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Study Island, Discovery Ed, Marzano's Art and Science of Teacher Framework Science labs

Targeted Barriers to Achieving the Goal

- Student comprehension of complex questions
- Collaborative planning time for teachers.

Plan to Monitor Progress Toward the Goal

Lesson Plans, Assessment, data, classroom observations

Person or Persons Responsible

administrators, teachers and students

Target Dates or Schedule:

ongoing

Evidence of Completion:

Lesson plans, improvement on state science tests

G7. Sustained and systematic attention will be given to Social Studies and Civics in our K-12 curriculum**Targets Supported**

- Social Studies
- U.S. History EOC
- Civics EOC

Resources Available to Support the Goal

- Cpalms Curriculum maps Study Island http://www.fldoe.org/bii/curriculum/Social_Studies/
<http://etc.usf.edu/flstandards/ss/resources.html> <http://www.pbs.org/teachers/socialstudies/inventory/civicsunitedstatesgovernment-912.html> http://fcad.fldoe.org/eoc/pdf/FL09Sp_US_History.pdf Primary and Secondary Documents

Targeted Barriers to Achieving the Goal

- Students may lack the skills to analyze, evaluate, and differentiate primary and secondary sources.
- Time to cover important concepts-pacing of curriculum
- Collaborative teacher planning time

Plan to Monitor Progress Toward the Goal

Lesson Plans, Classroom observations, assessment data

Person or Persons Responsible

Administrators , Teachers and Students

Target Dates or Schedule:

ongoing

Evidence of Completion:

Lesson plans, projects, classroom and school civic activities, assessment data

G8. It is our goal to keep the lines of communication with our parents open and to actively include parents in the education process.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parent newsletters, FOCUS/Edline, School reach, Parent Nights, Conferences, Newspaper articles

Targeted Barriers to Achieving the Goal

- Parent support, knowledge and interest

Plan to Monitor Progress Toward the Goal

Parent Involvement

Person or Persons Responsible

administration, teachers, and students

Target Dates or Schedule:

ongoing

Evidence of Completion:

State, District, and School Publications, Student Progression Plan, Newsletters, Edline, Focus, Conferences, documentation

G9. Increase opportunities for teachers to change instructional practices (problem solving, discovery learning, collaboration, communication, and critical thinking skills) as it relates to effective integration of STEM across the curriculum.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- STEM works collaboratively with our CTE department to implement STEM courses and activities. Project-based learning <http://www.stemflorida.net/Home.htm> <http://www.pbs.org/teachers/stem/> <http://stem.firstbook.org/resources> Discovery Ed. Science Fair

Targeted Barriers to Achieving the Goal

- Professional development opportunities are necessary for STEM implementation.

Plan to Monitor Progress Toward the Goal

Lessons plans, classroom observations, assessment data, industry certification data

Person or Persons Responsible

administration, teachers, and students

Target Dates or Schedule:

ongoing

Evidence of Completion:

classroom activities, lesson plans, industry certification

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase opportunities for students to enroll in CTE courses and complete industry certification.

G1.B1 Lack of CTE teachers and programs

G1.B1.S1 Strategy: CTE director will work with school's leadership team to implement career programs of study that will prepare students with core academic skills and relevant technical skills needed in emerging, high-demand, high-wage career fields.

Action Step 1

Increase opportunity for CTE course offering

Person or Persons Responsible

administrators, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student increase enrollment in CTE courses.

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Increase career programs for student preparedness.

Person or Persons Responsible

director, administrator, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Increase CTE enrollment

Plan to Monitor Effectiveness of G1.B1.S1

Increase career programs of study for student preparedness.

Person or Persons Responsible

director, administrator, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Increase CTE enrollment

G1.B1.S2 Strategy: CTE director will work with school's leadership team to create additional career clusters that will lead to industry certification.

Action Step 1

Add career clusters taught at school for CTE certification.

Person or Persons Responsible

director, administrator, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Enrollment in CTE courses for CTE certification

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Increase career clusters taught in school.

Person or Persons Responsible

director, administrators, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Increased CTE enrollment

Plan to Monitor Effectiveness of G1.B1.S2

Increase career clusters taught at school.

Person or Persons Responsible

director, administrators, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Increase CTE enrollment

G2. All students will increase in their Reading proficiency.

G2.B1 Students may fail to see the connection between classroom activities and learning goals.

G2.B1.S1 Teachers will develop clearly stated learning goals accompanied by a scale or rubric that describes levels of performance to help students see the connections between classroom activities and learning goals. (Marzano's Art and Science of Teaching Framework)

Action Step 1

Increased use of rubrics and scales that describe levels of performance

Person or Persons Responsible

administrators, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improvement of reading scores

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Use of Rubrics in the classroom

Person or Persons Responsible

administrators and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improvement in reading scores

Plan to Monitor Effectiveness of G2.B1.S1

Use of rubrics and scales

Person or Persons Responsible

administrators and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

improvement in reading scores

G2.B2 Students may have significant deficits in reading skills and are working below grade level.

G2.B2.S1 Teachers will use research-based instructional strategies and utilize programs that provide differentiated instruction for all students.

Action Step 1

Increase reading deficits for below grade level students due to attendance, parental involvement or discipline history

Person or Persons Responsible

administrators and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved reading scores

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Research based strategies will be used for differentiated instruction

Person or Persons Responsible

Administrators, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improvement in reading scores

Plan to Monitor Effectiveness of G2.B2.S1

Research based reading strategies used to differentiate instruction

Person or Persons Responsible

Administrators, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved reading scores

G2.B3 Lack data analysis to support

G2.B3.S1 All staff will utilize data resources to target instruction to improve student achievement.

Action Step 1

Useful analysis of available data

Person or Persons Responsible

administrators and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved reading scores

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Effective data analysis

Person or Persons Responsible

administrators and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved reading scores

Plan to Monitor Effectiveness of G2.B3.S1

Effective data analysis

Person or Persons Responsible

administrators and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved reading scores

G2.B4 lack of collaborative planning time.

G2.B4.S1 Scheduling collaborative planning time for teachers

Action Step 1

Collaborative planning time

Person or Persons Responsible

district administrators, administrators, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved reading scores

Plan to Monitor Fidelity of Implementation of G2.B4.S1

collaborative planning time

Person or Persons Responsible

district administrators, administrators and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved reading scores

Plan to Monitor Effectiveness of G2.B4.S1

Collaborative planning time

Person or Persons Responsible

district administrators, administrators, and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved reading scores

G3. We will quickly identify students who are considered "at-risk" due to attendance, behavior, and course performance, and provide early interventions and supports.

G3.B1 Parental support

G3.B1.S1 Increase parental communication utilizing Parent Newsletters, School Reach, FOCUS, Edline School Websites, School Advisory Council, Open House, New student orientation, surveys, and parent meetings with teachers and guidance.

Action Step 1

Increasing parental involvement

Person or Persons Responsible

administrators, teachers, parents

Target Dates or Schedule

ongoing

Evidence of Completion

decrease in "at risk" student numbers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Increase parental involvement

Person or Persons Responsible

administrators, teachers and parents

Target Dates or Schedule

ongong

Evidence of Completion

Decrease in "at risk" student numbers

Plan to Monitor Effectiveness of G3.B1.S1

Parental involvement

Person or Persons Responsible

administrators, teachers, and parents

Target Dates or Schedule

ongoing

Evidence of Completion

Decrease in "at risk" student numbers

G4. All students quality of Writing in narratives, informative/explanatory text, and argumentative text will improve.

G4.B1 Training needed in the new writing requirements with an emphasis on conventions, and quality of support with specific and relevant supporting details.

G4.B1.S1 Teachers will use writing across the curriculum with common writing rubrics.

Action Step 1

writing assessments

Person or Persons Responsible

Adminsstration, Teachers, District Support Staff

Target Dates or Schedule

on going

Evidence of Completion

student writing samples

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Common writing rubrics

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved writing scores

Plan to Monitor Effectiveness of G4.B1.S1

use of common writing rubrics

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved writing scores

G4.B1.S2 All teachers need instructional strategies on giving quality feedback on student writing.

Action Step 1

Quality feedback on writing

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved writing scores

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Quality feed back on writing

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved writing scores

Plan to Monitor Effectiveness of G4.B1.S2

Quality feedback on writing

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved writing scores

G4.B2 Collaborative Planning time for teachers

G4.B2.S1 Schedule collaborative planning time for teachers

Action Step 1

Collaborative planning

Person or Persons Responsible

district administration, administration, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved writing scores

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Collaborative planning

Person or Persons Responsible

District administration, administration, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved writing scores

Plan to Monitor Effectiveness of G4.B2.S1

Collaborative planning

Person or Persons Responsible

district administration, administrators, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved writing scores

G5. All students will increase in their Math proficiency.

G5.B1 Students may need assistance to interact with new knowledge

G5.B1.S1 Teachers will implement Marzano's Art and Science of Teaching Framework and the associated research-based instructional strategies in every classroom.

Action Step 1

Implement Marzano's teaching strategies

Person or Persons Responsible

administrators and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Increased math scores

Action Step 2

Implement Marzano's teaching strategies

Person or Persons Responsible

administrators and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Increased math scores

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Increased instructional strategies

Person or Persons Responsible

administrators, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Increased math scores

Plan to Monitor Effectiveness of G5.B1.S1

Researched based instructional strategies

Person or Persons Responsible

administrators and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Increased math scores

G5.B2 Students may not be engaged in cognitively complex tasks.

G5.B2.S1 Teachers will incorporate CCSS in Math and utilizing higher-level critical thinking skills.

Action Step 1

Common Core Standards will be incorporated into math curriculum.

Person or Persons Responsible

Administrators, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved math scores

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Incorporation of common core standards.

Person or Persons Responsible

Administrators, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved math scores.

Plan to Monitor Effectiveness of G5.B2.S1

Common Core Standards and critical thinking incorporated into teaching.

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved math scores

G5.B3 Students may fail to see the connection between classroom activities and real-world applications

G5.B3.S1 Teachers will apply concepts to problems arising in everyday life, society, and the workplace so that students will see the relevance and connection.

Action Step 1

Real world connection to mathematics problems

Person or Persons Responsible

administrators and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved math scores

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Real world problem solving made applicable in the classroom

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased math scores

Plan to Monitor Effectiveness of G5.B3.S1

Research based, real world connection and implementation in the classroom

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased math scores

G5.B4 Collaborative planning time for teachers

G5.B4.S1 Schedule collaborative planning time for teachers

Action Step 1

Collaborative planning time

Person or Persons Responsible

district administrators, administrators, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved math scores

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Collaborative planning

Person or Persons Responsible

district administrators, administrators, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved math scores

Plan to Monitor Effectiveness of G5.B4.S1

Collaborative planning

Person or Persons Responsible

district administrators, administrators, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved math scores

G6. All students will increase in their Science proficiency.

G6.B1 Student comprehension of complex questions

G6.B1.S1 Teacher's assessment will match cognitive complexity of question used in state testing.

Action Step 1

Integrate STEM across the curriculum

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

ongoing

Evidence of Completion

increased state science scores

Action Step 2

Encourage parental involvement in science fair and other science activities.

Person or Persons Responsible

parents, teachers and administrators

Target Dates or Schedule

ongoing

Evidence of Completion

improved test scores

Action Step 3

Make teachers aware of complex questions and Common core standards

Person or Persons Responsible

administrators and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

teacher observations, data analysis, test score improvement

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Complexity of questioning

Person or Persons Responsible

administrators and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

improvement in state science tests

Plan to Monitor Effectiveness of G6.B1.S1

Cognitively complex questioning in the classroom

Person or Persons Responsible

administrators and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improvement on state science tests

G6.B2 Collaborative planning time for teachers.

G6.B2.S1 Schedule collaborative planning for teachers.

Action Step 1

Collaborative planning

Person or Persons Responsible

district administrators, administrators, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

increased science scores

Plan to Monitor Fidelity of Implementation of G6.B2.S1

collaborative planning

Person or Persons Responsible

district administrators, administrators, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

increased science scores

Plan to Monitor Effectiveness of G6.B2.S1

collaborative planning

Person or Persons Responsible

district administrators, administration, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

increased science scores

G7. Sustained and systematic attention will be given to Social Studies and Civics in our K-12 curriculum

G7.B1 Students may lack the skills to analyze, evaluate, and differentiate primary and secondary sources.

G7.B1.S1 Teachers will implement CCSS literacy skills to help students analyze the relationship between a primary and secondary sources on the same topic.

Action Step 1

Teachers will foster the importance of student attendance and the unique need for continued school attendance in semester classes.

Person or Persons Responsible

administration and students

Target Dates or Schedule

ongoing

Evidence of Completion

improved social studies state scores

Action Step 2

Teachers will use common core standards in questioning

Person or Persons Responsible

teacher and administrators

Target Dates or Schedule

ongoing

Evidence of Completion

improved social studies state test scores

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Improvement in school attendance

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

ongoing

Evidence of Completion

Improved attendance data and test scores

Plan to Monitor Effectiveness of G7.B1.S1

Teachers will emphasize the connections between school attendance and success on statewide tests.

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

ongoing

Evidence of Completion

improved social studies test scores

G7.B2 Time to cover important concepts-pacing of curriculum

G7.B2.S1 Teachers will continue to work on curriculum and pacing guides.

Action Step 1

Pacing of curriculum

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved social studies scores

Action Step 2

Pacing of curriculum

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved social studies scores

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Pacing of curriculum

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improvement of social studies scores

Plan to Monitor Effectiveness of G7.B2.S1

Curriculum and pacing guides

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved social studies scores

G7.B3 Collaborative teacher planning time

G7.B3.S1 Scheduling collaborative planning time for teachers.

Action Step 1

Collaborative planning

Person or Persons Responsible

district administrators, administration, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

improved social studies scores

Plan to Monitor Fidelity of Implementation of G7.B3.S1

collaborative planning

Person or Persons Responsible

district administrators, administration, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

improved social studies scores

Plan to Monitor Effectiveness of G7.B3.S1

collaborative planning

Person or Persons Responsible

district administration, administration, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

improved social; studies scores

G8. It is our goal to keep the lines of communication with our parents open and to actively include parents in the education process.

G8.B1 Parent support, knowledge and interest

G8.B1.S1 Notification will be given for any changes in standards, assessments, and educational requirements, and timely individual educational progress towards educational goals will be given. This can be through school community meetings, newspaper, school websites, school reach, FOCUS, and parent conferences.

Action Step 1

Information to parents

Person or Persons Responsible

District office, administrators, and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Increase in parent communication and involvement.

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Information relayed to parents

Person or Persons Responsible

District office, administrators, and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Increased parent involvement and communication.

Plan to Monitor Effectiveness of G8.B1.S1

Parental communication

Person or Persons Responsible

District office, administrators, and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Increased parent communication and involvement.

G9. Increase opportunities for teachers to change instructional practices (problem solving, discovery learning, collaboration, communication, and critical thinking skills) as it relates to effective integration of STEM across the curriculum.

G9.B1 Professional development opportunities are necessary for STEM implementation.

G9.B1.S1 Professional development opportunities for STEM implementation will be given in PLC groups, faculty meetings, and subject area meetings.

Action Step 1

STEM implementation through PLC groups and subject area meeting

Person or Persons Responsible

STEM program director, administrators, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Increase in STEM awareness and exploration

Plan to Monitor Fidelity of Implementation of G9.B1.S1

STEM implementation

Person or Persons Responsible

STEM program director, administrators, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Increase in Stem programs and STEM exploration.

Plan to Monitor Effectiveness of G9.B1.S1

STEM Implementation

Person or Persons Responsible

Stem program director, administrators, and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Increase in STEM awareness and exploration.

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities.

The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Learning Community (PLC) development and facilitation

Title III

The District provides supplemental academic instruction and services to students who are ELL. The district employees an ELL instructional coach.

Title X- A portion of funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies.

Supplemental Academic Instruction (SAI)

These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:

The District has adopted bullying prevention and intervention policies and procedures. Each year training is provided.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education is taught through many programs and courses
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start

The Nassau Schools that contain primary grades work in concert with Episcopal Childrens Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

Adult Education

Nassau County Adult High school provides courses to all eligible students on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. Adult Education also offers night classes for GED Prep at four locations on a flexible schedule.

Career and Technical Education

Articulation agreements allow students to earn college and postsecondary technical credits in high school

and provide more opportunities for students to work towards post-secondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Appendix 2: Budget to Support School Improvement Goals