2013-2014 SCHOOL IMPROVEMENT PLAN

Fernandina Beach High School
435 CITRONA DR
Fernandina Beach, FL 32034
904-261-5713

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	32%

Alternative/ESE Center	Charter School	Minority Rate
No	No	24%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	A	B

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
Fernandina Beach High School

Principal
Jane Arnold

School Advisory Council chair
Spencer G. Lodree

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

Name	Title
Jane Arnold	Principal
Spencer G. Lodree	Assistant Principal
Chris Webber	Dean of Students
Kathy Lyle-Purvis	Reading Coach
Debora Milligan	English Department Chair
Marcia Cline	Mathematics Department Chair
Ronald Sapp	Social Science Department Chair
Shane Talbert	Science Department Chair
James Schreiber	Physical Education Department Chair
Michael Landtroop	Career Technical Education Department Chair
Carol Romack	World Languages Department Chair
Daniel Snyder	Exceptional Student Education Department Chair
Sarah Coombs	Guidance Department Chair

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

Jane Arnold - Principal
Spencer Lodree - School-Related Personnel (SAC Chairperson)

Marcia Cline - Teacher (Vice-Chairperson)
Sherry Eck - Teacher
Melita Hubbard - School-Related Personnel
Al Smith - School-Related Personnel
Christy Claxton - Parent (Secretary)
Debra Yarborough - Parent
Nina Soohoo - Parent
Kim Sheppard - Business/Community member
Alan Vanderheiden - Business/Community member
Susan Woodford - Business/Community member
Amy Pipkin - Business/Community member
Allison Withers - Student
The School Advisory Council (SAC) shall perform functions as prescribed by regulation of the Nassau County School Board. The SAC assists in the preparation and evaluation of the school improvement plan required. The SAC provides assistance to the principal in developing the school's comprehensive plan and budget. The SAC assist in preparing the school improvement plan which includes: Mission/Vision statement, needs assessment, school goals and objectives, action plan, and evaluation strategies.
School Advisory Council is comprised of peer-elected representatives from various stakeholder groups at the school, whose main responsibility is to collaborate with the principal on specific matters that affect student achievement and school improvement. Their primary role is to participate in the decision-making process that ensures that the needs of all students are specifically addressed in the school improvement plan.
42% of the SAC are School-Related Personnel; 58% are non School-Related Personnel
79% White; 14% Black, Non-Hispanic; 7% Asian/Pacific Islander

Involvement of the SAC in the development of the SIP

The SAC assesses the need for improvement at the school using district, state, and federal goals as a guide and by reviewing student performance data. The SAC arranges the school's needs in priority order, indicates problems and barriers that underlie the needed improvements and their causes. The SAC identifies and evaluates possible solutions and develop strategies. The School Advisory Council establishes actions that will be done, a timeline for the completion of the said actions, person responsible for completing the action, and the needed resources. The SAC specifies precisely the expected outcomes.

Activities of the SAC for the upcoming school year

Once the plan is developed, the SAC will organize an event, such as a meeting at the school to allow the public and the school community an opportunity to review the plan and offer input. Then the plan is submitted to the Nassau County School Board for approval. The plan will be evaluated, updated, and revised each year, so the school will have additional opportunities to incorporate new ideas. Committee Members have the responsibility to advise, assist, support and advocate for activities designed to strengthen and modernize career and technical education. It is important that members plan and carry out the School Improvement Plan. The members attend and participate in all meetings and suggest and develop agenda items prior to meetings. The SAC members assist in determining priorities and ways to achieve the priorities.

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

The council will approve all expenditures in excess of $100. Fourteen (14) days' advance notice in writing must be provided before the SAC members vote to expend school improvement funds.

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:

Jane Arnold		
Principal	Years as Administrator: 26	Years at Current School: 17

Credentials	BA- English/Journalism Education, University of Northern Iowa; Master of Arts- Educational Administration, University of Northern Iowa; School Principal Certification- State of Florida; School Principal Certification – State of Iowa
Performance Record	Principal of Fernandina Beach High School since 1999 to Present; 2000 – 2007 Grade: B 2008 Grade A 2009 Grade C 2010 Grade B 2011 Grade B 2012 Grade A Percent meeting high standards in reading: 74%; Percent meeting high standards in mathematics: 83%; Percent meeting high standards in writing: 62%; Percent making learning gains for lower 25% in reading: 58% Graduation Rate: 90%

Spencer G. Lodree		
Asst Principal	Years as Administrator: 5	Years at Current School: 4

Credentials	BA – Criminal Justice, University of North Florida; Masters of Science – Educational Leadership, Nova Southeastern University; Currently pursuing a Doctorate of Education degree in Organizational Leadership and Instructional Leadership; Certification – Educational Leadership, Middle Grades Integrated, Elementary Education; Principal Leadership
Performance Record	Assistant Principal of Fernandina Beach High School since 2009 to Present; 2010 Grade B 2011 Grade B 2012 Grade A Percent meeting high standards in reading: 74%; Percent meeting high standards in mathematics: 83%; Percent meeting high standards in writing: 62%; Percent making learning gains for lower 25% in reading: 58% Graduation Rate: 90%

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kathy A. Lyle-Purvis		
Full-time / School-based	Years as Coach: 1	Years at Current School: 14
Areas	Reading/Literacy	
Credentials	B.A. – English Education University of North Florida	
Performance Record	Instructional Coach at Fernandina Beach High School since 2012 to Present; Percent meeting high standards in reading: 74%; Percent meeting high standards in writing: 62%; Percent making learning gains for lower 25% in reading: 58%	

Classroom Teachers

# of classroom teachers

46

 # receiving effective rating or higher
46, 100%

 # Highly Qualified Teachers
83%

 # certified in-field
41, 89%

 # ESOL endorsed
6, 13%

 # reading endorsed
9, 20%

 # with advanced degrees
17, 37%

 # National Board Certified
4, 9%

 # first-year teachers
3, 7%

 # with 1-5 years of experience
6, 13%

 # with 6-14 years of experience
18, 39%

 # with 15 or more years of experience
22, 48%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 100%

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

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

Data Sources:
Tier I - SAT 10, FCAT 2.0, FAA, EOC, EOCs, FAIR
Tier II – Program specific
Tier III – Student Specific; PMP student individualized progress monitoring plans.
Data Management Systems: FOCUS, PMRN, DATA STAR, IDMS

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

Literacy Leadership Team (LLT)

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

Name	Title
Jane Arnold	Principal
Spencer G. Lodree	Assistant Principal
Kathy A. Lyle-Purvis	Reading Coach
Debora Milligan	English Department Chair
Joseph Monaghan	Intensive Reading Teacher

Name	Title
Dawn Karpel	Intensive Reading Teacher
Brenda Aikens-Walker	Intensive Reading Teacher
Laura Casto	Media Specialist
Ronald Sapp	Social Science Department Chair
Marcia Cline	Mathematics Department Chair
Shane Talbert	Science Department Chair
Carol Romack	World Languages Department Chair
James Schreiber	Physical Education Department Chair
Daniel Snyder	Exceptional Student Education Department Chair

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	74%	74%	Yes	77%
American Indian				
Asian				
Black/African American	39%	45%	Yes	45%
Hispanic	56%	58%	Yes	60%
White	80%	80%	Yes	82%
English language learners				
Students with disabilities	38%	46%	Yes	45%
Economically disadvantaged	57%	57%	Yes	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	103	25%	26%
Students scoring at or above Achievement Level 4	206	49%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		21%
Students scoring at or above Level 7	10	77%	78%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	341	81%	82%
Students in lowest 25% making learning gains (FCAT 2.0)	72	58%	59%

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)	13	100%	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	100%	100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	100%	100%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	154	73%	74%

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	148	62%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		51%

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	83%	Yes	63%
American Indian				
Asian				
Black/African American	36%	59%	Yes	42%
Hispanic	59%	71%	Yes	63%
White	66%	87%	Yes	69%
English language learners				
Students with disabilities	55%	54%	No	60%
Economically disadvantaged	49%	63%	Yes	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		16%
Students scoring at or above Level 7	10	77%	78%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	154	73%	74%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	45%	46%
Students scoring at or above Achievement Level 4	26	17%	18%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	19%	20%
Students scoring at or above Achievement Level 4	75	78%	79%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		1%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	100	45%	46%
Students scoring at or above Achievement Level 4	73	33%	34%

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)	23		50
Participation in STEM-related experiences provided for students	884	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	523	63%	64%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	118	14%	15%
CTE-STEM program concentrators	228		250
Students taking CTE-STEM industry certification exams	228	27%	28%
Passing rate (%) for students who take CTE-STEM industry certification exams		90%	91%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	234	28%	29%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	109	47%	48%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	228	27%	28%
Passing rate (%) for students who take CTE industry certification exams		90%	91%
CTE program concentrators	228	25%	26%
CTE teachers holding appropriate industry certifications	5	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	198	22%	21%
Students in ninth grade with one or more absences within the first 20 days	76	31%	30%
Students in ninth grade who fail two or more courses in any subject	5	2%	1%
Students with grade point average less than 2.0	47	7%	6%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	137	15%	14%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	43	5%	4%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	2	1%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	201	99%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	18	89%	90%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

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

Increase the number of parents involved, and/or participating in school related activities

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase number of parent volunteer hours.	900	75%	77%

Goals Summary

G1. (EWS): Identify students who are considered "at-risk" due to attendance, behavior, and course performance, and provide early interventions and support.

G2. (Parental Involvement): Increase the number of parents involved, and/or participating in school related activities.

G3. (Algebra I EOC): Increase the percentage of students scoring at Level 3 on the Algebra EOC.

G4. (CTE): Increase opportunities for students to enroll in CTE courses and complete industry certifications.

G5. (Writing): Improve quality of Writing in narratives, informative/explanatory text, and argumentative text.

G6. (Math): Increase in Math proficiency.

G7. (Science): Increase Science proficiency.

G8. (US History): Sustained and systematic attention will be given to the US History Curriculum.

G9. (Geometry EOC): Increase the percentage of students scoring at Level 3 on the Geometry EOC.

G10. (Reading): Increase the percentage of students achieving a Level 3 or above on the FCAT 2.0 reading assessment will increase.

Goals Detail

G1. (EWS): Identify students who are considered "at-risk" due to attendance, behavior, and course performance, and provide early interventions and support.

Targets Supported
- EWS
- 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
- Lack of parental support.

Plan to Monitor Progress Toward the Goal

FOCUS, Attendance, Data Star, RtI plans, Behavior referrals

Person or Persons Responsible
Administrators, Teachers, and Students

Target Dates or Schedule:
on-going

Evidence of Completion:
data sources

G2. (Parental Involvement): Increase the number of parents involved, and/or participating in school related activities.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Focus, School reach, parent letters, Open house, Class Meetings

Targeted Barriers to Achieving the Goal
- Effective communication hampered by conflicting schedules.

Plan to Monitor Progress Toward the Goal

Increased parental involvement

Person or Persons Responsible
Administration, Volunteer Coordinator, Teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
Evidenced by an increased number of parental volunteers.

G3. (Algebra I EOC): Increase the percentage of students scoring at Level 3 on the Algebra EOC.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Study Island, Professional Learning Communities, Remediation program, Preparation Workbooks, Cognitive Tutor software, Kuta Software AP Summer Institutes, District Professional Devleopment

Targeted Barriers to Achieving the Goal
- Students may fail to see the connection between classroom activities and learning goals. Students may not relate what is being addressed in class to their personal interests.

Plan to Monitor Progress Toward the Goal

Progress towards meeting goals

Person or Persons Responsible
Administrator, Teachers, Students

Target Dates or Schedule:
On-going

Evidence of Completion:
Assessment data, student interviews, administrative walk-throughs, Algebra 1 EOC

G4. (CTE): Increase opportunities for students to enroll in CTE courses and complete industry certifications.

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
- Number of CTE programs available.

Plan to Monitor Progress Toward the Goal

Expand industry certification CTE courses.

Person or Persons Responsible
Administrators, CTE Directors, Teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
Evidenced by number of industry certification CTE courses.

G5. (Writing): Improve quality of Writing in narratives, informative/explanatory text, and argumentative text.

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.

Plan to Monitor Progress Toward the Goal

Teachers will collaborate to expand the writing curriculum.

Person or Persons Responsible
Administration, District personnel, teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
As evidenced by weekly curriculum teaching plans

G6. (Math): Increase in Math proficiency.

Targets Supported

Resources Available to Support the Goal
- Study Island, CCSS Mathematics, Marzano's Art and Science of Teaching Framework, AP Summer Institutes, District Professional Development.

Targeted Barriers to Achieving the Goal
- Students may need assistance to interact with new knowledge. Students may not be engaged in cognitively complex task. Students may fail to see the connection between classroom activities and real-world applications.

Plan to Monitor Progress Toward the Goal

Mathematics proficiency

Person or Persons Responsible
Administration, District personnel, teacher

Target Dates or Schedule:
On-going

Evidence of Completion:
As evidence by weekly curriculum teaching plans.

G7. (Science): Increase Science proficiency.

Targets Supported
- Science - High School

Resources Available to Support the Goal
- Study Island, Discovery Education, Marzano's Arts and Science of Teaching Framework, Science labs, AP Summer Institutes, District Science Resource Teacher

Targeted Barriers to Achieving the Goal
- Students may have difficulty understanding the scientific concepts.

Plan to Monitor Progress Toward the Goal

Provide students with opportunities to increase level achievement.

Person or Persons Responsible
School administration, District personnel, teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
As evidenced by weekly curriculum teaching plans.

G8. (US History): Sustained and systematic attention will be given to the US History Curriculum.

Targets Supported
- U.S. History EOC

Resources Available to Support the Goal
- Social Studies, United States History End of Course exam, AP Summer Institute, District Professional Development

Targeted Barriers to Achieving the Goal
- Students may lack the skills to analyze, evaluate, and differentiate primary and secondary sources.

Plan to Monitor Progress Toward the Goal

Will provide additional practice in the analysis and evaluation of primary and secondary sources.

Person or Persons Responsible
Administration observation

Target Dates or Schedule:
On-going

Evidence of Completion:
As evidence by weekly curriculum teaching plans

G9. (Geometry EOC): Increase the percentage of students scoring at Level 3 on the Geometry EOC.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Study Island, Professional Learning Communities, Remediation program, Preparation Workbooks, Cognitive Tutor software, Kuta Software.

Targeted Barriers to Achieving the Goal
- Students may fail to see the connection between classroom activities and learning goals. Students may not relate what is being addressed in class to their personal interests.

Plan to Monitor Progress Toward the Goal

Personnel will provide additional practice in the analysis and evaluation of primary and secondary sources.

Person or Persons Responsible
Administrators and Teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
As evidenced by weekly curriculum teaching plans and assessment data.

G10. (Reading): Increase the percentage of students achieving a Level 3 or above on the FCAT 2.0 reading assessment will increase.

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.

Plan to Monitor Progress Toward the Goal

Teacher and students will use the resources with fidelity on a consistent basis.

Person or Persons Responsible
Administrative observations, District personnel, and Teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
Evidenced by increased proficiency as measured by formative and summative assessments

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. (EWS): Identify students who are considered "at-risk" due to attendance, behavior, and course performance, and provide early interventions and support.

G1.B1 Lack of parental support.

G1.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

Monitor at-risk students

Person or Persons Responsible

Administration, Guidance Counselors, Mentor teams

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by reduced discipline referrals, increased graduation rate, increased parental support

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

Monitor at-risk students

Person or Persons Responsible

Administration, Guidance counselors, Teachers and Mentor Teams

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by decreased discipline referrals, increased graduation rate, increased parental support

Plan to Monitor Effectiveness of G1.B1.S1

Monitor at-risk students

Person or Persons Responsible

Administration, Guidance Counselors, Mentor teams

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by decreased discipline referrals, increased grades, increased parental support.

G2. (Parental Involvement): Increase the number of parents involved, and/or participating in school related activities.

G2.B1 Effective communication hampered by conflicting schedules.

G2.B1.S1 Parent Newsletters,School Reach, FOCUS, Edline , school website, Study Island, School Advisory Council, Booster Clubs, Open House, SIP meetings, new student orientation, climate surveys and volunteer training.

Action Step 1

Increase effective communication with Parents.

Person or Persons Responsible

Administrators, Teachers, Parents

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by annual climate survey.

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

Increase Parental Involvement.

Person or Persons Responsible

Administration, Volunteer Coordinator, Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by an increased number of parent volunteer hours.

Plan to Monitor Effectiveness of G2.B1.S1

Increased parental involvement

Person or Persons Responsible

Administration, Volunteer coordinator, Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by an increased number of parent volunteer hours.

G3. (Algebra I EOC): Increase the percentage of students scoring at Level 3 on the Algebra EOC.

G3.B1 Students may fail to see the connection between classroom activities and learning goals. Students may not relate what is being addressed in class to their personal interests.

G3.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

Monitor effectiveness of implementation of effective learning strategies.

Person or Persons Responsible

Administrator, Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by increased scores on assessments.

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

Monitor effectiveness of implementation of effective learning strategies.

Person or Persons Responsible

Administrators, teachers

Target Dates or Schedule

on-going

Evidence of Completion

Evidenced by assessment data, student interviews, administrative walk-throughs

Plan to Monitor Effectiveness of G3.B1.S1

Monitor effectiveness of implementation of effective learning strategies.

Person or Persons Responsible

Administrators, Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by assessment data, student interviews, administrative walk-throughs.

G4. (CTE): Increase opportunities for students to enroll in CTE courses and complete industry certifications.

G4.B1 Number of CTE programs available.

G4.B1.S1 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

Expand industry certification CTE courses.

Person or Persons Responsible

Administration, CTE director, Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by number of industry certification CTE courses.

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

Expand industry certification CTE courses.

Person or Persons Responsible

Administrators, CTE Directors, Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by number of industry certification CTE courses.

Plan to Monitor Effectiveness of G4.B1.S1

Expand industry certification CTE courses.

Person or Persons Responsible

Administrators, CTE Directors, Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by number of industry certification CTE courses.

G5. (Writing): Improve quality of Writing in narratives, informative/explanatory text, and argumentative text.

G5.B1 Training needed in the new writing requirements with an emphasis on conventions, and quality of support with specific and relevant supporting details.

G5.B1.S1 Teachers will use writing across the curriculum with common writing rubrics. All teachers need instructional strategies on giving quality feedback on student writing.

Action Step 1

Teachers will collaborate to expand the writing curriculum.

Person or Persons Responsible

Administrators, Teachers, District Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by formative and summative assessments.

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

Teachers will collaborate to expand the writing curriculum.

Person or Persons Responsible

Administrators, Teachers, District Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by the implementation of Springboard curriculum as evidence by using Marzano Arts and Science of Teaching.

Plan to Monitor Effectiveness of G5.B1.S1

Teachers will collaborate to expand the writing curriculum.

Person or Persons Responsible

Administrators, Teachers, District Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by curriculum teaching plans and increase in assessment scores.

G6. (Math): Increase in Math proficiency.

G6.B1 Students may need assistance to interact with new knowledge. Students may not be engaged in cognitively complex task. Students may fail to see the connection between classroom activities and real-world applications.

G6.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 lesson plan format focusing on Marzano's strategies to improve student achievement.

Person or Persons Responsible

Administrators, Teachers, District Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by formative and summative assessments.

Facilitator:

District Personnel

Participants:

Teachers

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

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Person or Persons Responsible

Administrators, Teachers, District Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by implementation of CCSS as evidence by using Marzano Arts and Science of Teaching.

Plan to Monitor Effectiveness of G6.B1.S1

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Person or Persons Responsible

Administrators, Teachers, District Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by implementation of CCSS as evidence by using Marzano Arts and Science of Teaching.

G7. (Science): Increase Science proficiency.

G7.B1 Students may have difficulty understanding the scientific concepts.

G7.B1.S1 Teachers and students will use CCSS by using Marzano Arts and Science of Teaching. Teachers will use the Study Island curriculum to prepare for the specific End of Course exams.

Action Step 1

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Person or Persons Responsible

Administrators, Teachers, District Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by implementation of CCSS as evidence by using Marzano Arts and Science of Teaching.

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

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Person or Persons Responsible

Administrators, Teachers, District Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by implementation of CCSS as evidence by using Marzano Arts and Science of Teaching.

Plan to Monitor Effectiveness of G7.B1.S1

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Person or Persons Responsible

Administrators, Teachers, District Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by implementation of CCSS as evidence by using Marzano Arts and Science of Teaching.

G8. (US History): Sustained and systematic attention will be given to the US History Curriculum.

G8.B1 Students may lack the skills to analyze, evaluate, and differentiate primary and secondary sources.

G8.B1.S1 Teachers will implement CCSS literacy

Action Step 1

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Person or Persons Responsible

Administrators, District Support Staff, Teachers

Target Dates or Schedule

On-going

Evidence of Completion

As evidence by weekly curriculum teaching plans.

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

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Person or Persons Responsible

Administrators, Teachers, District Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

As evidence by the implementation of CCSS by using Marzano Arts and Science of Teaching.

Plan to Monitor Effectiveness of G8.B1.S1

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Person or Persons Responsible

Administrators, Teachers, District Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

As evidence by the implementation of CCSS by using Marzano Arts and Science of Teaching.

G9. (Geometry EOC): Increase the percentage of students scoring at Level 3 on the Geometry EOC.

G9.B1 Students may fail to see the connection between classroom activities and learning goals. Students may not relate what is being addressed in class to their personal interests.

G9.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

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Person or Persons Responsible

Administration, District personnel, Teacher, Student

Target Dates or Schedule

On-going

Evidence of Completion

As evidence by weekly curriculum teaching plans

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

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Person or Persons Responsible

Administration, District personnel, Teacher, Student

Target Dates or Schedule

On-going

Evidence of Completion

As evidence by weekly curriculum teaching plans.

Plan to Monitor Effectiveness of G9.B1.S1

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Person or Persons Responsible

Administrators, Teachers, District Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

As evidence by weekly curriculum teaching plans.

G10. (Reading): Increase the percentage of students achieving a Level 3 or above on the FCAT 2.0 reading assessment will increase.

G10.B1 Students may fail to see the connection between classroom activities and learning goals.

G10.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

Teacher and students will use the resources with fidelity on a consistent basis.

Person or Persons Responsible

Administrator, Teacher, Student

Target Dates or Schedule

On-going

Evidence of Completion

As evidenced by data program administrators.

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Teacher and students will use the resources with fidelity on a consistent basis.

Person or Persons Responsible

Administration, Teachers and Students

Target Dates or Schedule

On-going

Evidence of Completion

As evidence by classroom activities and Marzano's Arts and Science of Teaching.

Plan to Monitor Effectiveness of G10.B1.S1

Teacher and students will use the resources with fidelity on a consistent basis.

Person or Persons Responsible

Administrative observations, District personnel, and Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by increased proficiency as measured by formative and summative assessments

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 postsecondary 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.

G6. (Math): Increase in Math proficiency.

G6.B1 Students may need assistance to interact with new knowledge. Students may not be engaged in cognitively complex task. Students may fail to see the connection between classroom activities and real-world applications.

G6.B1.S1 Teachers will implement Marzano's Art and Science of Teaching Framework and the associated research-based instructional strategies in every classroom.

PD Opportunity 1

Implement lesson plan format focusing on Marzano's strategies to improve student achievement.

Facilitator

District Personnel

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Evidenced by formative and summative assessments.

Appendix 2: Budget to Support School Improvement Goals