



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Duncan U. Fletcher High School

700 SEAGATE AVE

Neptune Beach, FL 32266

904-247-5905

<http://www.duvalschools.org/fhs>

School Demographics

School Type
High School

Title I
No

Free and Reduced Lunch Rate
31%

Alternative/ESE Center
No

Charter School
No

Minority Rate
28%

School Grades History

2013-14
PENDING

2012-13
A

2011-12
B

2010-11
B

2009-10
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

Duncan U. Fletcher High School

Principal

Donald Nelson

School Advisory Council chair

Tom Caldwell

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

Name	Title
Donald Nelson	Principal
Candy Derbecker	Curriculum Assistant Principal
Jeremy Franklin	Assistant Principal of Student Services
Angela Milita	Assistant Principal of Student Services
Mignon Charvat	Dean of Student Discipline
Tara Courson	Math Coach
Joseph McKenzie	Reading Coach
Christopher Foy	ISSP Coordinator
Christine Reed	Testing Coordinator

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

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

The SAC is comprised of: SAC Chair, Vice Chair, Secretary/Treasurer, Principal, two Faculty Members, one Educational Support Member, Student Government President, three Community/Business members, and eight Parents.

Involvement of the SAC in the development of the SIP

A draft of the SIP is presented to the SAC during a monthly meeting. Each page is reviewed and explained. Based on inputs from the SAC adjustments and changes are made to the SIP. The SAC Chair signs the SIP signature after being presented with the final document.

Activities of the SAC for the upcoming school year

The SAC is working with the PTSA and the district to increase the quantity of technology available to students in the school.

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

School Improvement Funds are not anticipated for the 2013-2014.
No funds were received during the 2012 – 2013

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Donald Nelson		
Principal	Years as Administrator: 8	Years at Current School: 2
Credentials	Degrees: Bachelor of Education Master of Educational Leadership Certifications: Elementary Education (1-6) Gifted Endorsement Educational Leadership (All Levels) School Principal (All Levels)	
	2013-2014 - Fletcher High School: Current 2012-2013 - Fletcher High School: Pending 2011-2012 - Fletcher Middle School: B 2010 -2011- Fletcher Middle School: A 2009 - 2010 - Fletcher Middle School: A 2008 - 2009 - Twin Lakes Middle School: A 2007 - 2008 - Twin Lakes Middle School:A 2006 - 2007 - Twin Lakes Middle School:A 2005 - 2006 - Twin Lakes Middle School: A	
Performance Record		
Candice Derbecker		
Asst Principal	Years as Administrator: 16	Years at Current School: 2

Credentials	Degrees: Bachelor's: Mathematics Master's: Educational Leadership Certifications: Math (6-12) Educational Leadership (All Levels)	
Performance Record	1991-1992: Jeb Stuart Middle School: C 1992-1993: Jeb Stuart Middle School: C 1993-1994: Jeb Stuart Middle School: B 1994-1995: Jeb Stuart Middle School: C 2000 - 200: Englewood C 2001-2002: Englewood High School: C 2002-2003: Terry Parker: D 2003-2004: Terry Parker: C 2004-2012- Informational Technology 2011-2012: Fletcher High School: B 2012-2013: Fletcher High School: Pending 2013-2014: Fletcher High School: Current	

Angela Milita		
Asst Principal	Years as Administrator: 3	Years at Current School: 1
Credentials	Degrees: Associate's: Elementary Education Bachelor's: Elementary Education Master's: Reading Specialist: Educational Leadership Certifications: Educational Leadership(All Levels) Reading (K-12) Varying Exceptionalities (K-12) Elementary Education (1-6) ESOL Endorsed Gifted Endorsed	
Performance Record	Performance Record 2010-2011: Landmark Middle School: B 2011-2012: Landmark Middle School: B 2012-2013: Landmark Middle School: C 2013-2014: Duncan U. Fletcher High School: Current	

Jeremy Franklin		
Asst Principal	Years as Administrator: 2	Years at Current School: 1
Credentials	Degrees: Bachelor's: Commercial Recreation & Tourism Master's: Educational Leadership Certifications: Math (5-9) Educational Leadership (All Levels)	
Performance Record	2012-2013: Baldwin Middle Senior High School: Pending 2013-2014: Fletcher High School: Current	

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tara Courson		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	Degrees: Bachelor's: Political Science Master's: Educational Leadership Certifications: Math (6-12) Social Science (6-12)	
Performance Record	Performance Record 2010-2011: Terry Parker High School: B 2011-2012: Terry Parker High School: C 2012-2013: Terry Parker High School: Pending 2013-2014: Duncan U. Fletcher High School: Current	

Joseph McKenzie		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Degrees: Bachelor's: History Certifications: Social Science (6-12) Reading Endorsed	
Performance Record	Performance Record 2009-2010: Terry Parker High School: D 2010-2011: Terry Parker High School: B 2011-2012: Terry Parker High School: C 2012-2013: Terry Parker High School: Pending 2013-2014: Duncan U. Fletcher High School: Current	

Classroom Teachers

of classroom teachers

102

receiving effective rating or higher

90, 88%

Highly Qualified Teachers

85%

certified in-field

92, 90%

ESOL endorsed

21, 21%

reading endorsed

13, 13%

with advanced degrees

41, 40%

National Board Certified

9, 9%

first-year teachers

4, 4%

with 1-5 years of experience

9, 9%

with 6-14 years of experience

33, 32%

with 15 or more years of experience

56, 55%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 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. On-going professional development through planning periods meetings, faculty meetings and quarterly instructional days.
Person Responsible: Administrative and Academic Coaching Staff
2. Full-time instructional coaching staff to support and assist teachers in honing their craft.
Person Responsible: Principal and Assistant Principal
3. Monthly Beginning Teacher meetings designed to keep new teachers connected, informed and on track in TIP.
Person Responsible: Professional Development Facilitator

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

The purpose of the DCPS Mentoring and Induction for Novice Teacher (MINT) program is to increase student learning by providing supervised support services for teachers during their first years of teaching, to assist in the continuance of their professional development, and to meet the requirements of Florida Statute 1012.56 (6)(f) and (8)(b). The MINT program is aligned with the Florida Educator Accomplished Practices and the Code of Ethics of the Education Profession in Florida (Florida State Board of Education Rule 6B-1.001).

At Fletcher the PDF matches CET teachers with new teachers in the MINT program based on consultation with the department head, job alike and grade alike similarities, and close physical proximity. The rationale is that best practices indicate that new teachers who receive 60-90 minutes of mentor interaction per week are 40% more likely to remain in education, so with our overburdened schedules, it seems the best use of limited resources to match people who are nearby and teaching the same subject and similar populations of students. Our MINT teachers are also provided with a roster of other teachers to use as support and emulation, on the theory that you can never have too many aunts.

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

Fletcher's RtI Team meet around the following academic and behavioral questions:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our responses to these questions?

The team meets 2 times per month to engage in the following activities:

- Review universal screening data and link to instructional decisions;
- Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will:

- Identify professional development and resources.
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the Leadership Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following:

Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student need
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps

Tier 3, the current TARGET Team structure will be used collaboratively with the building instructional teams (PLC, grade level teams, and/or content area teams) to provide classroom support for students. Exceptional Student Education (ESE) teachers participate in student data collection, integrates core, instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers

through such activities as Coteaching, observing classrooms with mainstreamed ESE students in the class and frequent meetings with Professional Learning Communities (PLCs) and Small Learning Communities (SLCs) to discuss specific students and specific strategies.

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

Fletcher's RtI Team leads the faculty in a review of the data and, with input from building instructional teams, develops the Literacy Leadership Team (LLT) initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team regularly revises and updates the plan as the needs of students change throughout the school year.

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

Monthly meetings with administration included and follow-up on expected Tier 1-3 strategies with monthly progress reviews.

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

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

The school's Professional Development Plan supports continuous learning for all educators that results in increased student achievement and includes evidence of scaffold RtI professional learning that is results-driven, standards-based, schoolcentered, and sustained over time.

RtI Professional Development training will include:

- Review of RtI to entire faculty.
- Training for PLC facilitators will occur on how to use data (& other information) to determine instructional steps & possible interventions.
- PLC and SLC meetings will center on comparing Progress Monitoring Assessment Results, Sharing of best practices for upcoming instruction & plan remediation/enrichment interventions for students.
- The school instructional coach will meet with teachers on an individual basis for professional development as needed.

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:** 16,200

Secondary Course Recovery Program - It is a unique opportunity for student to retake an unsuccessful course and move forward in their educational journey. Students can also enroll in our blended computer supported courses and will work on one credit which they need to retake. They will be supported and assisted by certified teachers each day.

Strategy Purpose(s)

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

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

Attendance is kept at all after school activities. These students are monitored regarding their academic success as well as their test scores.

Who is responsible for monitoring implementation of this strategy?

Teachers will report to the assistant principal of curriculum.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Joseph McKenzie	Reading Coach
Christine Reed	Testing Coordinator
Angela Milita	Assistant Principal
Kristin Tidmore	Reading Teacher
Heather Kopp	Reading Teacher
Kathy Shoemaker	Reading Teacher
Brian Gilbert	Math Representative
Joanne Lange	ELA & Writing Representative
Ashley Snell	Social Studies Representative
Connie Olsen	ESE Representative

How the school-based LLT functions

The LLT meets monthly (2nd Tuesday of each month) to determine literacy needs and implementation of the expected literacy strategies.

The purpose of the LLT is to discuss the most effective literacy strategies (Reading, Writing and Organization) and the infusion of strategies into classroom daily use.

The LLT also discusses implementation of the Focus Lessons into teacher daily lessons.

The LLT develops the professional development needed for implementation of the Reading Strategic Plan and the Writing Strategic Plan.

Major initiatives of the LLT

1. The continued professional development and monitoring of the reading strategies in all classrooms.
2. The continued professional development and monitoring of the organization strategy (Cornell Notes) in all classrooms.
3. The professional development, implementation and monitoring of the district-mandated timed writings in grades 9-12 ELA.
(Write Score scoring the grade 9-10 district timed writings).
4. The professional development, implementation and monitoring of the Social Studies Persuasive Writing Plan in all Social Studies classes.
5. The continued professional development and monitoring of the organizational strategy Cornell Notes in all subject areas.

Every Teacher Contributes to Reading Instruction

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

The Reading Coach is available for literacy support school-wide but primarily in ELA, Reading, and Social Science classrooms. Overall the school use of data to drive instruction will improve to determine interventions and safety nets necessary for school growth, especially in regards to the lowest quartile. The school will implement the Comprehension Instruction Sequence to embed reading education and critical thinking into each content area.

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

Fletcher is working towards making sure that students see relevance in every course that they take. Not only are there courses that provide immediate relevance, but all teachers are expected to list the Learning Outcome for each lesson that they teach. This is done so that the student can see the reason why they are learning what they are learning. Also, the assessments are to include relevant situations that the student will need to use higher cognitive skills to answer the question.

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

The guidance department meets with every student in grades 9-12 to make sure that their schedules are not only meeting state guidelines but are also filled with courses that the students are interested in. Also, they have conversations with the students about their goals and aspirations and help them in determining the path that they can take that can give them the best opportunity for courses that the student finds meaningful.

Strategies for improving student readiness for the public postsecondary level

Based upon the data, Fletcher High School consistently scores above the district & state average for % of graduates scoring a 3 or higher on the FCAT Reading & Math.

Strategies to improve student readiness for the post-secondary level:

- Students & parents are encouraged to enroll in honors & advanced courses by the administration, guidance counselors & teachers.
- Students who choose to "opt-out" of advanced placement courses (after being scheduled into the courses) have to:

- The parents are to contact the AP teacher to discuss the student potential & issues.
- The parents must sign a waiver agreeing to the course change
- The student & the parents must meet with the principal before the course change is made.
- The school offers 26 Advanced Placement courses & 12 Dual Enrollment courses.
- The school offers to pay the testing fee for any grade 11 students who are interested in taking the PSAT.
- The teachers have included in their opening of school lessons the advantages of applying for Free/ Reduced Lunch status for students who are eligible. This opportunity encourages students to take the SAT/ACT & apply to colleges because the fees could be waived.
- Guidance counselors, at the start of the year, go into classes and promote students to use FACTS.ORG & the advantages of taking the SAT/ACT/ASVAB tests.
- The school schedules a testing day & has all grade 12 students take the ASVAB.
- The school consistently has colleges & universities come and meet with interested students during the school day.

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	67%		No	70%
American Indian				
Asian	67%		No	70%
Black/African American	43%		No	48%
Hispanic	50%		No	55%
White	72%		No	75%
English language learners	17%		No	25%
Students with disabilities	36%		No	42%
Economically disadvantaged	51%		No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	246	23%	29%
Students scoring at or above Achievement Level 4	353	33%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	662	62%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	630	59%	65%

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)	12	67%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		52%

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.	292	62%	65%

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	405	76%	82%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	34%		No	41%
American Indian				
Asian				
Black/African American	26%		No	33%
Hispanic	34%		No	41%
White	37%		No	43%
English language learners				
Students with disabilities	27%		No	34%
Economically disadvantaged	29%		No	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		77%	80%
Students in lowest 25% making learning gains (EOC)		73%	75%

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.	292	62%	65%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		38%	
Students scoring at or above Achievement Level 4		13%	

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	198	41%	46%
Students scoring at or above Achievement Level 4	116	24%	27%

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]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	380	75%	78%
Students scoring at or above Achievement Level 4	172	25%	30%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		9
Participation in STEM-related experiences provided for students		25%	30%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	500	5%	8%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		95%	98%
Students taking one or more advanced placement exams for STEM-related courses	150	2%	5%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	161	7%	10%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	42	26%	29%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		92%	95%
Students taking CTE industry certification exams	0	0%	10%
Passing rate (%) for students who take CTE industry certification exams		0%	5%
CTE program concentrators	0	0%	3%
CTE teachers holding appropriate industry certifications	0	0%	50%

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	79	14%	11%
Students in ninth grade with one or more absences within the first 20 days	123	22%	19%
Students in ninth grade who fail two or more courses in any subject	58	10%	9%
Students with grade point average less than 2.0	349	16%	15%
Students who fail to progress on-time to tenth grade	58	10%	9%
Students who receive two or more behavior referrals	657	31%	28%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	199	9%	6%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	10	1%	1%
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)	447	92%	93%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	42	86%	88%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	5	10%	12%

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

Improve parent involvement in school related functions and activities both during the school day and outside of regular school hours.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental participation in climate surveys.	82	4%	8%

Area 10: Additional Targets

Additional targets for the school

To shift beliefs and disciplinary practices from a reactive, punitive, and exclusionary approach to a positive, proactive and instructional approach. The Dean and ISSP teacher will serve on the Foundations team and assist with implementation of Restorative Justice. This will allow for more sustainability of both programs and provide opportunities to create a positive approach to discipline within the school.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Decrease the number of students with multiple infractions.	651	31%	26%
Decrease the number of students receiving a referral.	1046	51%	44%

Goals Summary

- G1.** To increase college readiness in the 2010-11 9th grade cohort group.
- G2.** 75% of students will achieve a 3 or higher on the 2014 administration of the American History EOC Assessment.
- G3.** Higher passing rate on the Biology End-of-Course Exam
- G4.** Improve student reading proficiency by 5% (from 56%-61%). NOTE: AMO indicates a goal of 70%
- G5.** Algebra 1 and Algebra 1 Retake teachers will implement the new district curriculum guides with fidelity, increase rigor, and implement the gradual release model
- G6.** CTE teachers will implement the new district Pacing Guides with fidelity.

Goals Detail

G1. To increase college readiness in the 2010-11 9th grade cohort group.

Targets Supported

- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- 1. Testing Coordinator
- 2. Math Teachers
- 3. English Teachers
- 4. District Guidance Specialists

Targeted Barriers to Achieving the Goal

- 1. Students lacking knowledge about the PERT

Plan to Monitor Progress Toward the Goal

Design and implement ongoing support for teachers through structured common planning.

Person or Persons Responsible

Administration

Target Dates or Schedule:

ongoing

Evidence of Completion:

Common planning agendas and minutes, classroom walkthrough, data collections coaching logs, admin/teacher data chats. IPDP and support plans.

G2. 75% of students will achieve a 3 or higher on the 2014 administration of the American History EOC Assessment.

Targets Supported

- Social Studies
- U.S. History EOC

Resources Available to Support the Goal

- District Coaches
- Curriculum Guides
- Curriculum Guide Assessments

Targeted Barriers to Achieving the Goal

- Grade 11 Social Studies Teachers are not familiar with the revised curriculum with emphasis on district CGA's.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible**Target Dates or Schedule:****Evidence of Completion:**

G3. Higher passing rate on the Biology End-of-Course Exam**Targets Supported**

- Science
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- 1. New Biology curriculum guide
- 2. Weekly support from district specialist
- 3. Online textbook
- 4. District-provided technology

Targeted Barriers to Achieving the Goal

- 1. 200 Honors students transferred to Biology 7 weeks into school year

Plan to Monitor Progress Toward the Goal**Person or Persons Responsible****Target Dates or Schedule:****Evidence of Completion:****G4. Improve student reading proficiency by 5% (from 56%-61%). NOTE: AMO indicates a goal of 70%****Targets Supported**

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

Resources Available to Support the Goal

- 1. Tier 2 Support via Reading Enrichment Courses
- 2. Reading Coach
- 3. District Specialist
- 4. Common Planning
- 5. Tier 3 Support via ESE teachers
- 6. Safety Nets such as tutoring, etc

Targeted Barriers to Achieving the Goal

- 3. Lack of reading strategy usage during assessment

Plan to Monitor Progress Toward the Goal

Reading Proficiency increase by 5%.

Person or Persons Responsible

Administration, Reading Coach, Reading Department Chair

Target Dates or Schedule:

Common Planning Meetings Quarterly Content Guide Assessments

Evidence of Completion:

Progress monitoring assessments of student achievement and administrator observations of teacher implementation of strategies.

G5. Algebra 1 and Algebra 1 Retake teachers will implement the new district curriculum guides with fidelity, increase rigor, and implement the gradual release model

Targets Supported

- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- 1. Professional Development
- 2. PLC/Common Planning
- 3. ESE Teachers
- 4. Math Coach
- 5. District Math Specialists
- 6. Algebra 1/Algebra 1 Retake Math teachers
- 7. Data
- 8. Curriculum Guides/Textbooks
- 9. Technology
- 10. Class time

Targeted Barriers to Achieving the Goal

- 1. Quality of instruction and rigor of instruction

Plan to Monitor Progress Toward the Goal

Unpack standards, analyze data, analyze student work, revise lesson plans based on student data, and collaborate on best practices, lesson planning, RTI and DI groups.

Person or Persons Responsible

Math Coach/Teachers

Target Dates or Schedule:

Common Planning

Evidence of Completion:

Common Planning logs

G6. CTE teachers will implement the new district Pacing Guides with fidelity.

Targets Supported

- CTE

Resources Available to Support the Goal

- 1.District Specialists
- 2.Professional Development
- 3.Administrative Support
- 4.Some Teachers are asking for help with the data

Targeted Barriers to Achieving the Goal

- 3.Quality of instruction and rigor of instruction

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible**Target Dates or Schedule:****Evidence of Completion:**

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase college readiness in the 2010-11 9th grade cohort group.

G1.B1 1. Students lacking knowledge about the PERT

G1.B1.S2 Strategy 1-Senior meetings – explaining what it means to be college ready

Action Step 2

Identify the needs of the students in regards to PERT scores and what they do and do not understand about the exam's importance.

Person or Persons Responsible

Counselors, English teachers, math teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Counselors, teachers,

Action Step 2

Provide Guidance Lessons as needed for students to better understand the PERT.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

counselors

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

Coordinate professional development for counselors with testing coordinator. Perform informal/ formal observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

CAST, PD calendar.

Plan to Monitor Effectiveness of G1.B1.S2

Support counselor(s) needs based on CAST. Coordinate professional development for counselors teacher(s) with testing coordinator. Perform informal/ formal observations. School based professional needs

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

CAST, PD calendar, feedback forms for observation.

G1.B1.S2 Strategy 2- Guidance Lesson on what the PERT, SAT, ACT are used for, their differences, and their importance.

Action Step 1

Provide Guidance Lessons as needed for students to better understand the PERT.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

counselors

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

Maintain records of planning documents from counselor meetings regarding PERT.

Person or Persons Responsible

Counselors

Target Dates or Schedule

ongoing

Evidence of Completion

Planning agenda

Plan to Monitor Effectiveness of G1.B1.S2

Highly encourage that PERT information is shared with counselors as well as English and Math teachers

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Common planning agenda, professional development notes, emails.

G2. 75% of students will achieve a 3 or higher on the 2014 administration of the American History EOC Assessment.

G2.B2 Grade 11 Social Studies Teachers are not familiar with the revised curriculum with emphasis on district CGA's.

G2.B2.S1 Teachers will utilize their PLC time to review student data, develop common assessments, American History EOC and district CGA's.

Action Step 1

Weekly PLC Meetings

Person or Persons Responsible

Social Studies Department

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC Collaboration Forms Data from Common Assessments District CGA's

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Higher passing rate on the Biology End-of-Course Exam

G3.B1 1. 200 Honors students transferred to Biology 7 weeks into school year

G3.B1.S1 Strategy 1- Accelerated and spiraling curriculum

Action Step 1

Identify and deliver previously covered content

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

By end of first semester

Evidence of Completion

Skills and knowledge checklist

Action Step 2

Remove ancillary content

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Skills and knowledge checklist

Action Step 3

Review previous topics later in the year

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Skills and knowledge checklist

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S2 Strategy 2- Online and technology resources

Action Step 1

Increased use of Gaggle

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Gaggle account usage

Action Step 2

Use of online textbook and quizzes and concept maps

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Student work evidence

Action Step 3

Gizmos to supplement instruction

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Gizmos account usage

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. Improve student reading proficiency by 5% (from 56%-61%). NOTE: AMO indicates a goal of 70%

G4.B3 3. Lack of reading strategy usage during assessment

G4.B3.S1 Strategy 1- Professional Development led by reading coach and reading department in other departments.

Action Step 1

Comprehension Instructional Sequence Text marking Text Coding

Person or Persons Responsible

Reading Department will determine most useful school-wide strategy.

Target Dates or Schedule

Common Planning

Evidence of Completion

List of prioritized reading strategies for the school.

Action Step 2

Reading department will plan the professional development content and schedule.

Person or Persons Responsible

Reading Department will plan professional development

Target Dates or Schedule

Common Planning

Evidence of Completion

Dept. will present schedule to administration for SDM approval.

Action Step 3

Reading department will facilitate school-wide PD in which school-wide reading strategies will be taught.

Person or Persons Responsible

Reading Department will facilitate professional development

Target Dates or Schedule

Early Release

Evidence of Completion

Teacher completion and attendance for the PD.

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Reading Proficiency increase by 5%.

Person or Persons Responsible

Administration, Reading Coach, Reading Department Chair

Target Dates or Schedule

Reading Common Planning meetings Leadership Team briefings Coaching Cycle monitoring.

Evidence of Completion

Professional Development will be added to the school PD calendar. Teachers will implement 3rd quarter initiatives to move proficiency. Curriculum Guide Assessments will show sufficient growth quarterly.

Plan to Monitor Effectiveness of G4.B3.S1

Reading Proficiency increase by 5%.

Person or Persons Responsible

Administration, Reading Coach, Reading Department Chair

Target Dates or Schedule

Reading Common Planning meetings Leadership Team briefings Coaching Cycle monitoring.

Evidence of Completion

Data will show gains regarding proficiency. End of the year CGA data will reflect growth. FCAT data will indicate proficiency rise.

G4.B3.S2 Strategy 2- Provide resources to teachers of other departments to encourage strategic use of reading strategies.

Action Step 1

Department will meet to determine what other resources would be helpful to teachers as they taught reading elements in class.

Person or Persons Responsible

Reading Department will conduct a meeting

Target Dates or Schedule

Common Planning

Evidence of Completion

Prepared list of resources that would be beneficial to the teachers.

Action Step 2

Department will ensure that teachers receive materials to implement supplemental strategies in classes.

Person or Persons Responsible

Reading Coach will disseminate Materials

Target Dates or Schedule

TBD

Evidence of Completion

Teachers will have a list of strategies to use as well as materials to implement them.

Action Step 3

Department will facilitate training as needed in the use of supplemental strategies.

Person or Persons Responsible

Reading Coach and reading Department will conduct training

Target Dates or Schedule

Departmental Common-Planning/ Early Release

Evidence of Completion

Teachers will show the ability to utilize supplemental strategies as needed.

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Reading Proficiency increase by 5%.

Person or Persons Responsible

Administration, Reading Coach, Reading Department Chair

Target Dates or Schedule

Reading Common Planning meetings Leadership Team briefings Coaching Cycle monitoring.

Evidence of Completion

Data will show gains regarding proficiency. End of the year CGA data will reflect growth. FCAT data will indicate proficiency rise.

Plan to Monitor Effectiveness of G4.B3.S2

Reading Proficiency increase by 5%.

Person or Persons Responsible

Administration, Reading Coach, Reading Department Chair

Target Dates or Schedule

Reading Common Planning meetings Leadership Team briefings Coaching Cycle monitoring.

Evidence of Completion

Data will show gains regarding proficiency. End of the year CGA data will reflect growth. FCAT data will indicate proficiency rise.

G4.B3.S3 Strategy 3- Skill block days in reading enrichment classes set aside to focus on other content areas specifically using strategies.

Action Step 1

Reading Coach will provide support regarding skills that would be meaningful for every subject area as they pertain to reading.

Person or Persons Responsible

Reading Coach will determine the necessary skills to focus on during the 3rd 9 weeks.

Target Dates or Schedule

Leadership Team Mtg.

Evidence of Completion

Staff will have a list of skills to cover and dates they will be taught.

Action Step 2

Reading department members will provide the coach with a list of text books needed for skill block days. Coach will disseminate materials as needed.

Person or Persons Responsible

Reading Coach will facilitate the creation of textbook libraries in each reading class.

Target Dates or Schedule

TBD

Evidence of Completion

Textbook lists are provided and libraries are generated.

Action Step 3

Reading Coach will support skill block planning and implementation.

Person or Persons Responsible

Reading Department will establish skill block days beginning 3rd 9 Weeks.

Target Dates or Schedule

Common Planning

Evidence of Completion

Skill block lesson plans, rituals and routines, and assessments of student understanding.

Plan to Monitor Fidelity of Implementation of G4.B3.S3

Reading Proficiency increase by 5%.

Person or Persons Responsible

Administration, Reading Coach, Reading Department Chair

Target Dates or Schedule

Reading Common Planning meetings Leadership Team briefings Coaching Cycle monitoring.

Evidence of Completion

Professional Development will be added to the school PD calendar. Teachers will implement 3rd quarter initiatives to move proficiency. Curriculum Guide Assessments will show sufficient growth quarterly.

Plan to Monitor Effectiveness of G4.B3.S3

Reading Proficiency increase by 5%.

Person or Persons Responsible

Administration, Reading Coach, Reading Department Chair

Target Dates or Schedule

Reading Common Planning meetings Leadership Team briefings Coaching Cycle monitoring.

Evidence of Completion

Data will show gains regarding proficiency. End of the year CGA data will reflect growth. FCAT data will indicate proficiency rise.

G5. Algebra 1 and Algebra 1 Retake teachers will implement the new district curriculum guides with fidelity, increase rigor, and implement the gradual release model

G5.B1 1. Quality of instruction and rigor of instruction

G5.B1.S1 Coaching Cycle

Action Step 1

Collaboratively identify the needs of teachers

Person or Persons Responsible

Administration, Math Coach, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in the rigor of instruction as evidenced by increase in number of higher order thinking questions posed to students and their ability to write to them in their journals and/or exit tickets. Also feedback sheets and debriefing notes from coaching cycle.

Action Step 2

Participate in the Coaching Cycle

Person or Persons Responsible

Math Coach, AP

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches, teachers

Action Step 3

Provide classroom coverage, monitor implementation of the new strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administration

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

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/ formal observations. School based professional development needs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST, PD calendar, and feedback forms from observations

Plan to Monitor Effectiveness of G5.B1.S1

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/ formal observations. School based professional development needs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST, PD calendar, and feedback forms from observations

G5.B1.S2 Common planning in mini PLC groups

Action Step 1

Facilitate Common Planning

Person or Persons Responsible

Math Coach, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

agenda, minutes, lesson plans

Action Step 2

Meet together to analyze data, create lesson plans, and reflect on previous lessons

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Common planning log

Action Step 3

Monitor meetings, lesson plans, and common planning logs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Common planning log notes

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Highly encourage and promote the presence of an administrator at all common planning meetings. Maintain records of common planning documents. Develop a calendar for common planning and schedule for professional development.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs, common planning agenda, common planning logs, and schedules

Plan to Monitor Effectiveness of G5.B1.S2

Highly encourage and promote the presence of an administrator at all common planning meetings. Maintain records of common planning documents. Develop a calendar for common planning and schedule for professional development.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs, common planning agenda, common planning logs, and schedules

G5.B1.S3 Curriculum and rigor professional development

Action Step 1

Provide professional development on incorporating rigor into the Curriculum Guide

Person or Persons Responsible

Math Coach, administration, lead teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

agenda, exit slip

Action Step 2

Begin incorporating rigor based on DOK into lessons and it is reflected into daily lesson plans

Person or Persons Responsible

teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs by Math Coach and administration

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Design and implement ongoing support for teachers through structured common planning.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Common planning agendas and logs, classroom walkthrough, data collections coaching logs, admin/teacher data chats, IPDP and support plans.

Plan to Monitor Effectiveness of G5.B1.S3

Design and implement ongoing support for teachers through structured common planning.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Common planning agendas and logs, classroom walkthrough, data collections coaching logs, admin/teacher data chats, IPDP and support plans.

G6. CTE teachers will implement the new district Pacing Guides with fidelity.

G6.B3 3.Quality of instruction and rigor of instruction

G6.B3.S1 Strategy 1- Coaching cycle

Action Step 1

Coaching Cycle

Person or Persons Responsible

Specialists, Reading Coach, teachers, administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in the rigor of instruction as evidenced by increase in number of higher order thinking questions posed to students and their ability to write to them in their journals and exit tickets. Also all sheets, feedback sheets, and debrief notes from coaching cycle.

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Support teacher(s) needs based on CCG/Industry Cert. Coordinate professional development for teacher(s) with specialist. Perform informal/formal observations. School based professional needs.

Person or Persons Responsible

Administration/Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

CCG, PD calendar, feedback forms for observation, my profile, previous SIP documents.

Plan to Monitor Effectiveness of G6.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B3.S2 Strategy 2- Common planning with specific grade level or subject area; invite administration

Action Step 1

Common planning

Person or Persons Responsible

Specialists, coaches, teachers, administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agenda, minutes, lesson plans

Plan to Monitor Fidelity of Implementation of G6.B3.S2

Highly encourage and promote the presence of an administrator at all common planning meetings. Maintain records of common planning documents. Develop a calendar for common planning and schedule for professional development.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs, common planning agenda, sign-in sheets and schedules

Plan to Monitor Effectiveness of G6.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B3.S3 Strategy 3-Curriculum and rigor professional development

Action Step 1

Professional development

Person or Persons Responsible

Specialists, coaches, teachers, administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agenda, exit slip

Plan to Monitor Fidelity of Implementation of G6.B3.S3

Design and implement ongoing support for teachers through structured common planning.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Common planning agendas and minutes, classroom walkthrough, data collections, coaching logs, admin/teacher data chats, IPDP and support plans.

Plan to Monitor Effectiveness of G6.B3.S3

Design and implement ongoing support for teachers through structured common planning.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Common planning agendas and minutes, classroom walk-through, data collections coaching logs, admin/teacher data chats, IPDP and support plans.

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.