



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Fivay High School
12115 CHICAGO AVE
Hudson, FL 34669
727-246-4000
www.pasco.k12.fl.us

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 68%
Alternative/ESE Center No	Charter School No	Minority Rate 25%

School Grades History

2013-14 B	2012-13 C	2011-12 D	2010-11 D
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Fivay High School

Principal

Angela Stone

School Advisory Council chair

Erika Tonello

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

Name	Title
Angela Stone	Principal
Matt McDermott	Assistant Principal
Danielle Lawrence	Assistant Principal
Anthony Davis	Math Teacher
Alex Ledford	Social Studies Teacher
Helen Austin	Reading Teacher
Matt Hayes	Science Teacher
Kim Aursland	Science Teacher
Erin Galletta	Graduation Enhancement Teacher
Loretta Schultz	ESE Teacher
Gina Love	Reading Teacher
Stefanie Adams	Culinary Arts Instructor
Nancy Bodnar	Language Arts Teacher
Jaclyn Hallberg	Language Arts Teacher
Sherry Murray	Science Teacher
Deanna Waide	Assistant Principal
Jimmy Rodriguez	Assistant Principal

District-Level Information

District

Pasco

Superintendent

Mr. Kurt S Browning

Date of school board approval of SIP

10/1/2013

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

Erica Tonello, Chairperson
Angela Stone, Principal
Greg Crumpton, Parent
Patty Didik, Parent
Patricia Walker, Parent
Bob Walker, Parent
Katherine Siciliano, Parent
Evi H. Bivins, Parent
Angela Wilson, Parent
Tara O'Connor, Parent
Tammy Berryhill, Parent
Jackie Gulley, Parent
J. Irrizary, SRP Staff Member
Publix Manager, Community Member
Carol Cummins, Community Member
Janet Hudnall, Community Member
Freshman Class President
Sophomore Class President
Junior Class President
Senior Class President
Instructional Staff Member
Instructional Staff Member
Lisa Fisher, District Staff Member

Involvement of the SAC in the development of the SIP

The members of the SAC review student achievement data and assist in goal setting for the SIP. They will monitor the implementation of the SIP goals and strategies. They will also participate in the problem solving process to assist with strategy development.

Activities of the SAC for the upcoming school year

The SAC will review and revise the School Improvement Plan. They will participate in classroom walkthrough activities to assist with data collection and assist with the career academies.

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

School Improvement funds will be utilized for projects that seek to improve student achievement. Possible projects include ACT/SAT review workshops and AP Practice exams. The specific amounts associated with the projects is TBD.

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

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Angela Stone

Principal

Years as Administrator: 16

Years at Current School: 3

Credentials

BS Secondary Education University of TN, MA Education: Administration and Supervision Tennessee Technological University
 Certifications: Principal, Chemistry, Biology

Performance Record

FHS 2013 - Pending, High Standards in Reading: 47%, Math: 57%, Writing 53%, Science: 61%
 FHS - 2012 - D, High Standards in Reading: 43%, Math: 48%, Writing 81%
 FHS - 2011 - D, High Standards in Reading: 40%, Math: 67%, Writing: 68%, Science 34%
 FHS -2010 no data
 SLHS - 2009 - B
 SLHS - 2008 - B
 HHS - 2007 - C

Deanna Waide

Asst Principal

Years as Administrator: 3

Years at Current School: 0

Credentials

Degrees: Bachelor of Science from St. Pete College: Exceptional Student Education K-12; ESOL endorsed; Reading endorsed
 Masters from USF: Educational Leadership
 Schools:

Performance Record

Anclote: 10-11 F; 11-12 A; 12-13 pending

Jimmy Rodriguez

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

Chemistry B.A. from the University of South Florida
 Master's in Educational Leadership from Saint Leo University
 Mathematics 6-12
 Educational Leadership

Performance Record

2013-Math Coach PRSMS - C
 2012-Math Teacher Central High School, Hernando - B
 2011 - Math Teacher Central High School, Hernando - B

Danielle Lawrence		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	BS from University of South Florida Masters - Ed Leadership from Saint Leo University Certifications: Educational Leadership Exceptional Student Education Middle Grades Integrated Endorsements: ESOL Reading	
Performance Record	CLMS: 2013 - Pending	

Eric Matthew McDermott		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	BS/Science Education: University of Southern Indiana M.Ed./Educational Leadership: St. Leo University Certifications: Biology and Educational Leadership	
Performance Record	FHS 2013 - Pending, High Standards in Reading: 47%, Math: 57%, Writing 53%, Science: 61% FHS - 2012 - D, High Standards in Reading: 43%, Math: 48%, Writing 81% FHS - 2011 - D, High Standards in Reading: 40%, Math: 67%, Writing: 68%, Science 34% WCHS - 2010 - B	

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

TBA Information and Communication Technology		
Full-time / School-based	Years as Coach:	Years at Current School:
Areas	Reading/Literacy, Other	
Credentials		
Performance Record		

TBA Math		
Full-time / School-based	Years as Coach:	Years at Current School:
Areas	Mathematics, Data	
Credentials		
Performance Record		

TBA Science Coach		
Full-time / School-based	Years as Coach:	Years at Current School:
Areas	Mathematics, Science	
Credentials		
Performance Record		

Tracee Fisher		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Bach. Degree in English, Master's Degree in Secondary Education from Cameron University Ed. S. Degree in Teacher Leadership from Walden University Certified Language Arts: 9 years experience as a Language Arts Teacher	
Performance Record		

Classroom Teachers

# of classroom teachers	90
# receiving effective rating or higher	0%
# Highly Qualified Teachers	93%
# certified in-field	84, 93%
# ESOL endorsed	16, 18%
# reading endorsed	18, 20%
# with advanced degrees	43, 48%
# National Board Certified	0, 0%

first-year teachers

7, 8%

with 1-5 years of experience

31, 34%

with 6-14 years of experience

33, 37%

with 15 or more years of experience

20, 22%

Education Paraprofessionals**# of paraprofessionals**

9

Highly Qualified

9, 100%

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

8

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

Administration is responsible. Applicants are screened for HQ and in-field before they are interviewed. Every effort is made to hire an in-field HQ teacher. District level approval is necessary to hire out-of field and non-HQ. Teachers, new to education are placed with mentor teachers to assist with HQ requirements as well as out-of-field. We strive to build a collaborative culture of support to assist with retaining teachers. Instructional Coaches as well as mentor teachers and administrators work with staff to improve teacher performance.

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

Teachers who are new to education and/or are non-education majors are assigned a mentor. Mentor assignments are based on like teaching assignment or career link or subject area assignment. All teachers who wish to act in the role of a mentor are required to have completed the clinical education training. The mentoring pairs meet as needed on their own and at least monthly with the large group. Mentors engage in the coaching cycle and set up shadowing opportunities when necessary.

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 based MTSS Leadership Team meets monthly to review data, and update the PBS system for students. The MTSS team reviews student achievement data, Attendance, Discipline, and EWS data. They also review Progress Monitoring data, present at faculty and department meetings to provide support and professional development for teachers. The MTSS team uses this data to monitor the growth and development of at-risk students. The team also facilitates and monitors the development and implementation of school-wide expectations and participates in the problem solving process. The MTSS team participated in the data review to assist in the identification of school-wide focus areas. The team assisted in the development of goals and the identification of strategies. The MTSS team also collects and analyzes data to assess progress toward meeting school goals.

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

Each team member has the responsibility to be a full participant in the problem solving process. They collect data in their own classroom to be used in their PLC and they review school-wide data to identify and monitor school-wide goals. All staff members were involved in the problem solving process for the SIP. They identified barriers and resources and took ownership of strategies for improvement.

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

We are working to establish a system of accountability for these processes. All staff members participated in Dropbox training, which will be used to gather data from common assessments within PLC groups. Our walkthrough document has been revised and will be used to monitor standards based instruction, literacy inclusion, student engagement and rigor in the classrooms. The PLC structures have been determined, facilitators trained and expectations set for the work of the PLC. Administration will attend PLC meetings, minutes will be taken and reviewed, data from common assessments will be collected and reviewed and facilitators will meet monthly for planning and monitoring of the PLC work. Regular data reviews have been scheduled through PLC groups, whole group faculty meetings and with the School Advisory Council.

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 that we will be using will include Pasco STAR, EWS, CPALMS, District PS/Rtl database, Discovery Education test data, SWITS (School-wide information tracking system), as well as curriculum resources provided through Reading and Math sources new to us this year. In math, we will be utilizing Agile Mind, and reading will be using Kaplan and Achieve 3000. Attendance data and discipline data will be monitored through TERMS and Pasco STAR.

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

The MTSS leadership team will be expanded this year to include grade level representation. The PLC facilitators have been trained so that they can engage groups in the problem solving process. Parent teacher conferences have been reformatted to the problem solving process so that there is an action plan and follow-up as the result of every conference. All teachers have received an overview of the problem-solving process, they have participated in the process as a PLC group in a guided activity and will continue to receive support from the facilitators, coaches and administration.

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: Summer Program

Minutes added to school year: 2,160

Algebra 1 Bootcamp: (12 days in the summer of 2013) was implemented to assist those students who needed assistance and remediation towards passing the Alg. EOC.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data was collected through the use of formative assessments in the boot camp classrooms. Data was also collected from EOC results.

Who is responsible for monitoring implementation of this strategy?

The Assistant Principal in charge of Math was responsible for the program.

Strategy: Before or After School Program

Minutes added to school year: 9,000

Extended-day Credit Recovery: Students in need of credit recovery in core academics will be able to attend a 7th period day program.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Credit recovery data for completion will be collected as well as attendance data.

Who is responsible for monitoring implementation of this strategy?

An Assistant Principal and the APEX Instructors.

Strategy: Before or After School Program

Minutes added to school year: 720

ACT/SAT Workshop: Students attend to help them prepare for the ACT/SAT. Instructors in Math and Language Arts provide instruction and review in each session. These sessions are paid for through SAC funds.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Attendance data will be collected and test scores will be monitored for those students who attend the sessions. Pre-test and post test will be used for formative assessment and monitoring.

Who is responsible for monitoring implementation of this strategy?

An Assistant Principal is responsible for coordinating the hiring of the teachers, recruitment of the students and monitoring the program.

Literacy Leadership Team (LLT)

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

Name	Title
Deanna Waide	Assistant Principal
Tracee Fisher	Literacy Coach
Nan Bodnar	Language Arts Teacher
Gina Love	Reading Teacher
William Toms	Language Arts Teacher
Thomas Kovack	Language Arts Teacher
Dorothy Binder	Math Teacher
Angie Stone	Principal

How the school-based LLT functions

The LLT meets monthly. Their primary functions include coordination of Literacy Week activities and the development of classroom libraries for content area teachers. They also participate in the planning of professional development in the area of literacy.

Major initiatives of the LLT

Work will continue on classroom library development.
 Literacy Week activities.
 LDC initiatives.

Every Teacher Contributes to Reading Instruction

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

Expectations for literacy and writing to learn are communicated to all teachers. These expectations are monitored through the collection of walkthrough data and lesson plan reviews. The PLC groups also discuss the inclusion of literacy strategies as part of their common planning. Student achievement data (school-wide and individual) are shared with individual teachers so the teacher can reflect upon their student's progress from last year and the effectiveness of the strategies that they implemented. Incoming student data is used to help teachers decide what strategies would be most effective for the new group of students.

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

We will utilize our Criminal Justice, First Responder, CNA, Culinary Arts, and Business courses to give students the opportunity to apply knowledge gained throughout the curriculum in real world situations. Teachers of all subject levels will develop lesson plans that incorporate extended thinking activities that give students the opportunity to apply subject specific knowledge into real world activities. The English IV and Math for College Readiness courses should improve student readiness for post-secondary work by providing reading and writing and math applications that establish relevance to students' futures. We also provide academic and career planning that engages students in developing a meaningful course of study so they can achieve goals they have set for themselves.

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

Our Guidance Counselors and Career Specialist will work closely with our stakeholders to aid students in choosing courses that are challenging and in line with their interests. Students and counselors will also use tools such as PLAN, PERT, ASVAB, ACT, SAT and facts.org to explore their interests and course options. We will also offer Dual Enrollment classes both on and off campus to interested and qualified students. Students will choose elective courses based on their areas of interest and be able to complete programs in Criminal Justice, First Responder, CNA, and Culinary Arts; thus increasing the personal meaning of their curriculum. Guest speakers, military recruiters, as well as college spokespersons will be utilized to generate student interest and career planning.

Strategies for improving student readiness for the public postsecondary level

We offer Advanced Placement and Dual enrollment courses, multiple opportunities to participate in college readiness testing as well as ASVAB testing. We are also offering Math for College Readiness to assist students who need remediation in Math and English IV for College Readiness aimed at increasing college readiness in Reading and Writing. Students will also have the opportunity to participate in an ACT/SAT workshop to help prepare them for testing opportunities.

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	53%	47%	No	57%
American Indian				
Asian		70%		
Black/African American	48%	20%	No	54%
Hispanic	48%	43%	No	54%
White	53%	49%	No	58%
English language learners				
Students with disabilities	33%	22%	No	40%
Economically disadvantaged	48%	43%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	185	24%	34%
Students scoring at or above Achievement Level 4	170	22%	32%

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>	70%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	484	64%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	114	64%	69%

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)	10	63%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		25%

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.		63%	70%

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	192	53%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		65%

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	46%	57%	Yes	51%
American Indian				
Asian				
Black/African American	58%	50%	No	63%
Hispanic	47%	51%	Yes	52%
White	45%	58%	Yes	51%
English language learners		18%		
Students with disabilities	36%	33%	No	42%
Economically disadvantaged	48%	55%	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]	80%
Students scoring at or above Level 7		[data excluded for privacy reasons]	15%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	469	65%	70%
Students in lowest 25% making learning gains (EOC)	100	61%	68%

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.		42%	50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	119	33%	41%
Students scoring at or above Achievement Level 4	18	5%	10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	117	32%	40%
Students scoring at or above Achievement Level 4	71	19%	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]	42%
Students scoring at or above Level 7		[data excluded for privacy reasons]	55%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	155	42%	49%
Students scoring at or above Achievement Level 4	62	17%	22%

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)	8		15
Participation in STEM-related experiences provided for students	542	36%	50%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	187	12%	25%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		81%	90%
Students taking one or more advanced placement exams for STEM-related courses	13	0%	5%
CTE-STEM program concentrators	79		85
Students taking CTE-STEM industry certification exams	29	2%	10%
Passing rate (%) for students who take CTE-STEM industry certification exams		59%	75%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	754	50%	55%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	113	15%	20%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		12%	18%
Students taking CTE industry certification exams	29	2%	10%
Passing rate (%) for students who take CTE industry certification exams		59%	75%
CTE program concentrators	79	10%	15%
CTE teachers holding appropriate industry certifications	3	43%	43%

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	95	6%	4%
Students in ninth grade with one or more absences within the first 20 days	38	10%	7%
Students in ninth grade who fail two or more courses in any subject	89	24%	14%
Students with grade point average less than 2.0	325	22%	15%
Students who fail to progress on-time to tenth grade	89	24%	14%
Students who receive two or more behavior referrals	290	19%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	153	10%	8%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.		2%	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)		73%	75%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		50%	55%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)		4%	10%

Area 9: Parent Involvement

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

Parental involvement targets for the school

We are working on customer service aspects of parent involvement, using the District Climate Survey as the measurement tool. We are listing the percentage of parents that agreed with the statement as the actual percentage. We only had 55 parents respond to the survey.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The school administration is responsive to the concerns of the parents and the community.	15	28%	50%
The overall climate or atmosphere at my child's school is positive and helps my child learn.	11	20%	50%
Increase the percentage of parents who complete the annual parent survey.	55	4%	35%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Improve student achievement in reading, writing, math, science, and US History.
- G2.** Establish a system to support and hold teachers accountable for participating in purposeful planning to develop and implement lessons that engage students in rigorous lessons aligned with Standards with measurable outcomes.
- G3.** Establish school-wide expectations for using data to plan for and respond to teaching, learning, and engagement with a system of accountability.
- G4.** Establish school-wide expectations for integrating research based literacy strategies and writing opportunities (Common Core State Standards) in daily instruction across all content areas with a system of accountability.
- G5.** Increase the percentage of first time ninth grade students who promote to tenth grade on time.
- G6.** Establish a culture of collaboration based on mutual respect and rapport and a belief that all students have an ability to learn.

Goals Detail

G1. Improve student achievement in reading, writing, math, science, and US History.**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC
- EWS - Graduation

Resources Available to Support the Goal

- Instructional Coach support
- New Reading Curriculum: Kaplan, Achieves 3000 and District Designed curriculum support
- Reading Closely Training for all Language Arts and Reading teachers
- DBQ training for science and social studies teachers
- Literacy Design Collaborative Training for all content area teachers
- Common Planning and PLC structure
- Common grading practices based on mastery
- FCIM's in Math and Science

Targeted Barriers to Achieving the Goal

- Lack of Rigor, higher order questioning, synthesis and application of knowledge
- Lack of collaboration among content area teachers/little purposeful planning

Plan to Monitor Progress Toward the Goal

Increased student achievement in reading, writing, math, science and US History.

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule:

ongoing

Evidence of Completion:

student achievement, data common assessments data and progress monitoring

G2. Establish a system to support and hold teachers accountable for participating in purposeful planning to develop and implement lessons that engage students in rigorous lessons aligned with Standards with measurable outcomes.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- PLC Structure
- Literacy support in all PLC's
- Students and teachers are comfortable with walkthroughs
- Common planning
- Technology
- Instructional Coaches
- Some teachers and groups did this last year and can be used as models

- Common definition of rigor

Targeted Barriers to Achieving the Goal

- There is lack of understanding of CCSS and NGSSS, instruction not based on standards
- Differentiated support system for teachers is not in place
- Accountability can be perceived as negative

Plan to Monitor Progress Toward the Goal

Providing accountability and a system of support for teachers so they can engage students in rigorous lessons that are aligned with standards.

Person or Persons Responsible

Administration

Target Dates or Schedule:

ongoing

Evidence of Completion:

Lesson plan reviews and walkthrough data on engagement, rigor, standards driven curriculum, system of support for teachers in place

G3. Establish school-wide expectations for using data to plan for and respond to teaching, learning, and engagement with a system of accountability.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Teachers that are experts
- Technology in the building and classrooms
- Data collection by some groups last year as model
- Dropbox and google docs
- Teacher resources provided by textbook publishers
- Pasco STAR, data collection systems

Targeted Barriers to Achieving the Goal

- Lack of purposeful planning for data collection and use

- Little use of scales, pre-tests/post tests to adjust instruction

Plan to Monitor Progress Toward the Goal

School-wide expectations for the collection, review and use of data to drive instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule:

ongoing

Evidence of Completion:

Student achievement data, PLC data reviews

G4. Establish school-wide expectations for integrating research based literacy strategies and writing opportunities (Common Core State Standards) in daily instruction across all content areas with a system of accountability.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- U.S. History EOC
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Technology
- Instructional Coaches
- DBQ training some teachers this summer
- PLC/Common Planning
- CPALMS
- POGIL Science

Targeted Barriers to Achieving the Goal

- Little evidence of writing to learn; teachers lack confidence in ability to grade reading/writing assignments.
- What is the system of accountability? Trust/perception of negativity

Plan to Monitor Progress Toward the Goal

Implementing school-wide expectations and an accountability for integrating literacy strategies and writing opportunities into daily instruction in all classrooms.

Person or Persons Responsible

Administration

Target Dates or Schedule:

ongoing

Evidence of Completion:

Walkthrough data/ increased student achievement scores/ lesson plan reviews

G5. Increase the percentage of first time ninth grade students who promote to tenth grade on time.

Targets Supported

- Parental Involvement
- EWS - High School

Resources Available to Support the Goal

- Auto phone call for attendance
- MTSS
- SSAP
- Behavior Specialists
- 9th grade teachers are all together share common students
- Teacher Leaders
- PLC structure

Targeted Barriers to Achieving the Goal

- Students do not clearly understand the requirements for promotion.
- Students are not engaged.

Plan to Monitor Progress Toward the Goal

Increasing the percentage of 9th first time ninth graders who promote to tenth grade on time.

Person or Persons Responsible

Administration

Target Dates or Schedule:

end of the year

Evidence of Completion:

Student promotion percentage, at the semester student credit checks for progress

G6. Establish a culture of collaboration based on mutual respect and rapport and a belief that all students have an ability to learn.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Instructional Coaches
- Common Planning and the PLC structure
- Cooperative learning strategies in use

Targeted Barriers to Achieving the Goal

- Some teachers feel that there is no shared decision making so there is incomplete buy-in for collaboration.
- Students lack respect for one another

Plan to Monitor Progress Toward the Goal

Culture of collaboration based on mutual respect

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing/Monthly

Evidence of Completion:

Review of PLC meetings/staff survey end of year

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Improve student achievement in reading, writing, math, science, and US History.

G1.B1 Lack of Rigor, higher order questioning, synthesis and application of knowledge

G1.B1.S1 Teachers will work to unpack standards within the PLC, in order to create LG's and scales that are rigorous.

Action Step 1

Unpacking Standards

Person or Persons Responsible

Teachers in PLC Groups

Target Dates or Schedule

Weekly meetings

Evidence of Completion

Lesson plans will contain learning goals that are tied directly to standards.

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

Monitoring of lesson plans and PLC meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly with facilitators and daily in walkthroughs

Evidence of Completion

walkthrough data, PLC minutes

Plan to Monitor Effectiveness of G1.B1.S1

increased student achievement scores on common assessments and progress monitoring assessments

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

ongoing

Evidence of Completion

Data collected in dropbox, achievement scores

G1.B1.S2 Teachers will increase the use of higher order questions and text dependent questions within their classroom.

Action Step 1

Increase use of Higher order questions, synthesis, and application strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

PLC Planning and Classrooms

Evidence of Completion

Walkthrough data will show increased use of these strategies

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

Increase higher order questions and strategies

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

ongoing

Evidence of Completion

walkthrough data

Plan to Monitor Effectiveness of G1.B1.S2

progress monitoring and common assessments

Person or Persons Responsible

PLC groups and administrators

Target Dates or Schedule

ongoing

Evidence of Completion

increased student achievement scores

G1.B1.S3 Common assessments will be revised to include more rigorous questions.

Action Step 1

Common assessment revision

Person or Persons Responsible

PLC groups

Target Dates or Schedule

ongoing

Evidence of Completion

Common assessment reviews

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Common assessment revision to include higher order questions

Person or Persons Responsible

Administrators

Target Dates or Schedule

ongoing

Evidence of Completion

Common assessments

Plan to Monitor Effectiveness of G1.B1.S3

common assessment scores

Person or Persons Responsible

PLC groups

Target Dates or Schedule

ongoing

Evidence of Completion

student scores on common assessments and tracking data specific to higher order questions

G1.B1.S4 Implement a new, rigorous math curriculum for our lowest 250 students.

Action Step 1

Purchase the "Agile Mind" curriculum

Person or Persons Responsible

Administration

Target Dates or Schedule

August

Evidence of Completion

Software program is purchased

Action Step 2

Teachers will be trained in the use of the new curriculum.

Person or Persons Responsible

"Agile Mind" Staff

Target Dates or Schedule

August

Evidence of Completion

Teachers attended training

Action Step 3

Purchase the technology to support the curriculum implementation

Person or Persons Responsible

Administration

Target Dates or Schedule

I-pads purchased and distributed to the math teachers using the curriculum

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Implementation of new math curriculum

Person or Persons Responsible

Administrator over Math

Target Dates or Schedule

ongoing

Evidence of Completion

Math curriculum is implemented

Plan to Monitor Effectiveness of G1.B1.S4

Implementation of math curriculum

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Tracking of student data, system reports,, student achievement

G1.B4 Lack of collaboration among content area teachers/little purposeful planning

G1.B4.S1 PLC groups of content area teachers will meet weekly for collaboration and purposeful planning.

Action Step 1

Purposeful, collaborative planning

Person or Persons Responsible

PLC groups

Target Dates or Schedule

at least weekly

Evidence of Completion

Common activities, lessons, units and assessments

Plan to Monitor Fidelity of Implementation of G1.B4.S1

PLC collaboration

Person or Persons Responsible

Facilitators and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Minutes of PLC meetings, common lessons and assessments

Plan to Monitor Effectiveness of G1.B4.S1

PLC Collaboration

Person or Persons Responsible

Facilitators and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

PLC minutes, teachers collaborating and teaching common units. lessons and giving common assessments

G2. Establish a system to support and hold teachers accountable for participating in purposeful planning to develop and implement lessons that engage students in rigorous lessons aligned with Standards with measurable outcomes.

G2.B1 There is lack of understanding of CCSS and NGSSS, instruction not based on standards

G2.B1.S1 PLC groups will work to unpack standards with assistance from the Instructional Coaches and teacher leaders.

Action Step 1

Teachers will be introduced to two different strategies for unpacking standards.

Person or Persons Responsible

Administration

Target Dates or Schedule

September

Evidence of Completion

Faculty meeting agenda and powerpoint/documentation

Action Step 2

PLC groups will work to unpack standards.

Person or Persons Responsible

PLC Groups

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plan reviews/ learning goals tied to standards/PLC minutes, assessments and common lessons

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

Unpacking of standards

Person or Persons Responsible

PLC Groups

Target Dates or Schedule

ongoing

Evidence of Completion

PLC meeting minutes, common assessments, lessons and units

Plan to Monitor Effectiveness of G2.B1.S1

Standards based instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Walkthrough data and lesson plan review will show standards based instruction

G2.B1.S2 Professional development opportunities around CCSS.

Action Step 1

CCSS professional development will be provided for ELA, Writing and reading standards.

Person or Persons Responsible

District staff

Target Dates or Schedule

Summer and Fall 2013

Evidence of Completion

Attendance logs

Facilitator:

District Staff/ Lisa Fisher

Participants:

Language Arts, Reading, Science and ESE teachers

Action Step 2

LDC training provided through PLC groups

Person or Persons Responsible

District staff

Target Dates or Schedule

November 2013

Evidence of Completion

Attendance logs

Facilitator:

District staff/ Jennifer Waselewski

Participants:

All PLC groups except Student Services

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Professional development opportunities around CCSS

Person or Persons Responsible

Administration

Target Dates or Schedule

First Semester

Evidence of Completion

Attendance logs

Plan to Monitor Effectiveness of G2.B1.S2

Professional development opportunities for CCSS

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Increased understanding of the CCSS, lesson plan review and walkthrough data

G2.B2 Differentiated support system for teachers is not in place

G2.B2.S1 Develop a differentiated support system for teachers.

Action Step 1

A differentiated system of support for teachers will be developed.

Person or Persons Responsible

MTSS and Leadership Team

Target Dates or Schedule

Quarter 1

Evidence of Completion

System of support will be in place.

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

Differentiated system of support for teachers

Person or Persons Responsible

MTSS and Leadership Team

Target Dates or Schedule

Quarter 1

Evidence of Completion

System is developed and in use. Attendance logs for professional development sessions, differentiated session opportunities provided with teachers in need being invited via email.

Plan to Monitor Effectiveness of G2.B2.S1

Differentiated system of support for teachers

Person or Persons Responsible

MTSS and Leadership Team

Target Dates or Schedule

Quarter 1

Evidence of Completion

Attendance logs for meetings, teacher support sessions, teachers feel they are supported at the levels they need on mid-year and end of year survey.

G2.B3 Accountability can be perceived as negative

G2.B3.S1 Monitoring of the PLC's and consistency among administration when holding teachers accountable

Action Step 1

A supervising administrator has been assigned to each PLC and will attend all meetings.

Person or Persons Responsible

Principal

Target Dates or Schedule

ongoing

Evidence of Completion

attendance logs and organizational chart

Action Step 2

Procedure for PLC make-up sessions will be developed and put in place to ensure consistency among PLC's.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013

Evidence of Completion

Procedure in place for PLC make-up sessions

Action Step 3

Administration will work with facilitators to ensure all teachers participate in the PLC activities.

Person or Persons Responsible

Administration and Facilitators

Target Dates or Schedule

ongoing

Evidence of Completion

PLC meeting minutes, PLC work product

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

Monitoring of the PLC work and accountability for teachers

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

PLC meeting minutes/work of the PLC

Plan to Monitor Effectiveness of G2.B3.S1

Consistency of administration in holding teachers accountable and monitoring the work of the PLC

Person or Persons Responsible

Principal

Target Dates or Schedule

ongoing

Evidence of Completion

Admin. team meeting minutes, work of the PLC's

G2.B3.S2 Provide feedback that is positive and constructive to teachers following all walkthroughs

Action Step 1

Redesign the walkthrough document to focus on engagement, rigor, literacy and standards driven instruction.

Person or Persons Responsible

Administration with input from faculty

Target Dates or Schedule

Quarter 1

Evidence of Completion

Revised walkthrough document and data

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Walkthrough feedback is both positive and constructive

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough documentation

Plan to Monitor Effectiveness of G2.B3.S2

Positive and constructive feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

discussions with teachers, increase in comfort level with feedback, walkthrough documentation

G3. Establish school-wide expectations for using data to plan for and respond to teaching, learning, and engagement with a system of accountability.

G3.B3 Lack of purposeful planning for data collection and use

G3.B3.S1 Set school-wide expectations for the collection, review and use of data through PLC groups. Each PLC group will purposefully plan common assessments, review data from these assessments and use it to respond to teaching, learning and engagement.

Action Step 1

Non-negotiables for common assessments will be developed and implemented for each PLC.

Person or Persons Responsible

PLC Leadership Team

Target Dates or Schedule

Summer 2013

Evidence of Completion

Non-negotiables were presented to PLC groups in August, Common assessments in each PLC

Action Step 2

PLC groups will purposefully plan for and implement an assessment schedule.

Person or Persons Responsible

PLC groups

Target Dates or Schedule

ongoing

Evidence of Completion

Assessments, schedule and student results.

Action Step 3

Review of assessment data will be completed and adjustments made to teaching strategies.

Person or Persons Responsible

PLC Groups

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plan review, PLC meeting minutes

Plan to Monitor Fidelity of Implementation of G3.B3.S1

School-wide expectations for data collection, review and use

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plan reviews, walkthrough data, PLC Leadership meetings, dropbox monitoring. Discovery Education data as well as data collected from common assessments will be monitored, analyzed and used for planning in PLC's.

Plan to Monitor Effectiveness of G3.B3.S1

Collection, review and use of data to respond to teaching, learning and engagement

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Improved student achievement, lesson plan and walkthrough data

G3.B5 Little use of scales, pre-tests/post tests to adjust instruction

G3.B5.S1 PLC group meetings will be held to set expectations for the use of Learning goals and scales as well as tracking class and student performance data.

Action Step 1

Set school-wide expectations for the use of learning goals and scales and tracking student performance

Person or Persons Responsible

PLC Facilitators and Administration

Target Dates or Schedule

September 2013

Evidence of Completion

PLC agenda and minutes

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Setting school-wide expectations

Person or Persons Responsible

Administration

Target Dates or Schedule

September an ongoing

Evidence of Completion

Learning goals, scales and tracking student data evidence

Plan to Monitor Effectiveness of G3.B5.S1

Learning goals, scales and tracking student data is evident in all classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough data and lesson plan reviews

G3.B5.S2 Teachers will use pre and post assessments tied to standards to monitor students achievement.

Action Step 1

Pre and post assessment development and use within classrooms

Person or Persons Responsible

Teachers within PLC groups

Target Dates or Schedule

ongoing

Evidence of Completion

Student and classroom data on pre and post assessments

Action Step 2

Discovery Education assessments will be used for progress monitoring

Person or Persons Responsible

Teachers and Testing Administrator

Target Dates or Schedule

Three times per year

Evidence of Completion

Student progress monitoring data

Plan to Monitor Fidelity of Implementation of G3.B5.S2

Pre and post assessments in use

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

ongoing

Evidence of Completion

student achievement data

Plan to Monitor Effectiveness of G3.B5.S2

Pre and post assessments used to track student learning

Person or Persons Responsible

Teachers, Coaches and Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Student and or class data reviews at PLC meetings, data tracking charts

G4. Establish school-wide expectations for integrating research based literacy strategies and writing opportunities (Common Core State Standards) in daily instruction across all content areas with a system of accountability.

G4.B2 Little evidence of writing to learn; teachers lack confidence in ability to grade reading/writing assignments.

G4.B2.S1 Common note-taking strategies, such as Cornell Notes, will be utilized in classrooms.

Action Step 1

Common note taking strategies will be utilized.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, walkthrough data, student notebooks

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

Common note-taking strategies will be utilized.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plan reviews, walkthrough data, review of student notebooks

Plan to Monitor Effectiveness of G4.B2.S1

Common note taking strategies

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

ongoing

Evidence of Completion

student assessment scores, ability to summarize and take notes on their own, walkthrough data

G4.B2.S4 DBQ, LDC and other research-based literacy professional development will be provided for teachers.

Action Step 1

DBQ, LDC and other research-based literacy professional development opportunities will be offered to teachers.

Person or Persons Responsible

All content area teachers

Target Dates or Schedule

Summer 2013, Ongoing through the school year in PLC's and push-in PD

Evidence of Completion

Attendance logs and follow-up coaching sessions.

Facilitator:

DBQ Project and District staff and Literacy Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S4

Literacy rich professional development opportunities are offered to teachers.

Person or Persons Responsible

Administration and Literacy Coach

Target Dates or Schedule

Ongoing at least quarterly and through PLC's

Evidence of Completion

Literacy PD session plans and handouts, attendance logs and schedule of sessions.

Plan to Monitor Effectiveness of G4.B2.S4

Research-based literacy professional development opportunities are leading to implementation of literacy, including writing within all classrooms.

Person or Persons Responsible

Administration and District Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough data, lesson plan review, common lessons and unit plans, teacher observation data.

G4.B4 What is the system of accountability? Trust/perception of negativity

G4.B4.S1 Develop the accountability system: redesign the walkthrough document, use the data, report it out as well as feedback to individual teachers.

Action Step 1

Redesign the walkthrough document.

Person or Persons Responsible

Administration with faculty input

Target Dates or Schedule

Quarter 1

Evidence of Completion

Walkthrough document

Action Step 2

Develop procedures for gathering data and providing feedback for consistency among administrators.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarter 1

Evidence of Completion

Procedures in place for consistent use of the walkthrough document and providing feedback to teachers.

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Redesign of the walkthrough document/setting school-wide expectations for literacy integration.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarter 1

Evidence of Completion

New walkthrough document

Plan to Monitor Effectiveness of G4.B4.S1

Development of an accountability system for integrating literacy strategies in daily instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

by the end of quarter 1

Evidence of Completion

Accountability procedures in place/Walkthrough data

G5. Increase the percentage of first time ninth grade students who promote to tenth grade on time.

G5.B1 Students do not clearly understand the requirements for promotion.

G5.B1.S1 Increase student awareness and understanding of the requirements for promotion and graduation.

Action Step 1

Class presentations will be conducted to increase awareness and understanding of promotion and graduation requirements.

Person or Persons Responsible

Administration and Guidance

Target Dates or Schedule

First two weeks of each semester

Evidence of Completion

Presentations are scheduled and held

Action Step 2

Credit reviews will be conducted at the end of semester one with each 9th grader.

Person or Persons Responsible

Guidance

Target Dates or Schedule

first two weeks of semester 2

Evidence of Completion

Student credit review document

Action Step 3

At risk 9th graders will be referred to SSAP for inclusion in the mentor program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

SSAP referrals and mentor program participation

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

Increasing student awareness and understanding of promotion and graduation requirements.

Person or Persons Responsible

Administration, Guidance

Target Dates or Schedule

Ongoing

Evidence of Completion

Presentation schedule, student credit check documents, SSAP referrals, mentor program logs

Plan to Monitor Effectiveness of G5.B1.S1

Increasing student awareness of promotion and graduation requirements.

Person or Persons Responsible

Administration and Guidance

Target Dates or Schedule

Ongoing

Evidence of Completion

Decrease in the number of failing 9th graders

G5.B2 Students are not engaged.

G5.B2.S1 Increase student engagement.

Action Step 1

Teachers will increase the use of gradual release of responsibility.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plan review, walkthrough data

Action Step 2

Teachers will work to make lessons relevant and provide real world application.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Walkthrough data, lesson plan review, PLC meeting

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

Strategies to increase student engagement

Person or Persons Responsible

Administration and teachers within PLC groups

Target Dates or Schedule

ongoing

Evidence of Completion

Walkthrough data, PLC minutes, lesson plans

Plan to Monitor Effectiveness of G5.B2.S1

Strategies to increase student engagement

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Increase in the level of student engagement, walkthrough data

G6. Establish a culture of collaboration based on mutual respect and rapport and a belief that all students have an ability to learn.

G6.B1 Some teachers feel that there is no shared decision making so there is incomplete buy-in for collaboration.

G6.B1.S1 Teacher leaders will facilitate the PLC groups encouraging collaboration.

Action Step 1

Select PLC facilitators

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring and Summer 2013

Evidence of Completion

Leadership applications/selection of the PLC leadership team

Action Step 2

Training of PLC Facilitators

Person or Persons Responsible

District

Target Dates or Schedule

Summer 2013

Evidence of Completion

Attendance at PLC Facilitator training

Facilitator:

District Staff

Participants:

PLC Facilitators and administration

Action Step 3

Encouraging collaboration

Person or Persons Responsible

PLC Facilitators

Target Dates or Schedule

Ongoing/monthly meetings

Evidence of Completion

Teachers working together to plan common lessons, assessments and use data

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

Teacher Collaboration

Person or Persons Responsible

PLC Facilitators and Administrators

Target Dates or Schedule

ongoing

Evidence of Completion

observations and production of the work product

Plan to Monitor Effectiveness of G6.B1.S1

Teacher collaboration

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

observations/PLC meeting minutes/Staff survey end of year

G6.B1.S2 Positive examples of collaboration will be highlighted school-wide.

Action Step 1

Positive examples of collaboration will be collected and shared with staff

Person or Persons Responsible

Facilitators and Administrators

Target Dates or Schedule

ongoing

Evidence of Completion

Racing Highlight Bulletin Board

Action Step 2

PLC Facilitators will make time in each PLC meeting for sharing of positive examples of collaboration.

Person or Persons Responsible

Facilitators

Target Dates or Schedule

PLC meetings

Evidence of Completion

Minutes of PLC

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Sharing of positive examples of collaboration

Person or Persons Responsible

Facilitators and administration

Target Dates or Schedule

ongoing

Evidence of Completion

Racing Highlight Bulletin Board

Plan to Monitor Effectiveness of G6.B1.S2

Increased teacher collaboration

Person or Persons Responsible

Facilitators and administration

Target Dates or Schedule

monthly meetings

Evidence of Completion

Common planning of assessments, lessons, units/Staff survey end of year

G6.B1.S3 Administration will use staff surveys and other means to collect input from staff concerning hot button issues.

Action Step 1

Increase staff voice in hot button decisions.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

staff surveys concerning hot button issues

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Staff surveys and other means are used to gather staff input

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

survey data and staff input data

Plan to Monitor Effectiveness of G6.B1.S3

Use of surveys and other means to gather input from staff

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased collaboration/ staff survey mid and end of year

G6.B3 Students lack respect for one another

G6.B3.S1 Falcon Creed lessons on respect will be taught in all classes and reinforced daily with students.

Action Step 1

Falcon Creed lessons will be taught in all classes and reinforced daily with students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

First two weeks of school and ongoing

Evidence of Completion

Lesson Plans/ SWITS documentation

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

Teaching of the Falcon Creed lessons

Person or Persons Responsible

Administration

Target Dates or Schedule

First two weeks of school

Evidence of Completion

Walkthroughs

Plan to Monitor Effectiveness of G6.B3.S1

Teaching and reinforcement of the Falcon Creed lessons

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

First two weeks of school and ongoing

Evidence of Completion

Decrease in observed student behaviors concerning disrespect to others.

G6.B3.S2 The behavior specialists will assist with students who demonstrate a lack of respect for others.

Action Step 1

Teachers will refer students to the behavior specialist for intervention.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

referrals to the behavior specialist, intervention records

Action Step 2

The behavior specialist will conference with 9th grade students who are placed in ISS for disrespect/ defiance.

Person or Persons Responsible

Behavior specialist

Target Dates or Schedule

Wednesdays

Evidence of Completion

Intervention and ISS logs

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

Behavior Specialist assistance and intervention

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Intervention logs

Plan to Monitor Effectiveness of G6.B3.S2

Behavior specialist intervention and assistance

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

student discipline records

G6.B3.S3 All schools staff will be trained to recognize bullying and harassment and will address any issues that arise.

Action Step 1

Together we Stand presentation for all staff members

Person or Persons Responsible

Administration

Target Dates or Schedule

before 8/30/2013

Evidence of Completion

survey input from staff

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

Together we Stand podcast presented

Person or Persons Responsible

Administration/ District level administration

Target Dates or Schedule

before 8/30/2013

Evidence of Completion

survey data District level survey

Plan to Monitor Effectiveness of G6.B3.S3

Together we Stand podcast training

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Teachers are monitoring bullying and harassment and reporting incidents. Bullying investigation reports.

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

A system that allows for the identification and referral of student who need support, academically, financially, and social/emotional, is in place at Fivay High School. The School Social Worker, Nurse, Food and Nutrition manager, Student Services department, SSAP teachers, School Psychologist and administrators work together to coordinate efforts to meet student needs so that services are not duplicated and all needs are met. Fivay High School also has a coordinated ABC (Assist, Believe and Care) Committee that works to meet student needs both in and beyond the classroom.

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.

G2. Establish a system to support and hold teachers accountable for participating in purposeful planning to develop and implement lessons that engage students in rigorous lessons aligned with Standards with measurable outcomes.

G2.B1 There is lack of understanding of CCSS and NGSSS, instruction not based on standards

G2.B1.S2 Professional development opportunities around CCSS.

PD Opportunity 1

CCSS professional development will be provided for ELA, Writing and reading standards.

Facilitator

District Staff/ Lisa Fisher

Participants

Language Arts, Reading, Science and ESE teachers

Target Dates or Schedule

Summer and Fall 2013

Evidence of Completion

Attendance logs

PD Opportunity 2

LDC training provided through PLC groups

Facilitator

District staff/ Jennifer Waselewski

Participants

All PLC groups except Student Services

Target Dates or Schedule

November 2013

Evidence of Completion

Attendance logs

G4. Establish school-wide expectations for integrating research based literacy strategies and writing opportunities (Common Core State Standards) in daily instruction across all content areas with a system of accountability.

G4.B2 Little evidence of writing to learn; teachers lack confidence in ability to grade reading/writing assignments.

G4.B2.S4 DBQ, LDC and other research-based literacy professional development will be provided for teachers.

PD Opportunity 1

DBQ, LDC and other research-based literacy professional development opportunities will be offered to teachers.

Facilitator

DBQ Project and District staff and Literacy Coach

Participants

Teachers

Target Dates or Schedule

Summer 2013, Ongoing through the school year in PLC's and push-in PD

Evidence of Completion

Attendance logs and follow-up coaching sessions.

G6. Establish a culture of collaboration based on mutual respect and rapport and a belief that all students have an ability to learn.

G6.B1 Some teachers feel that there is no shared decision making so there is incomplete buy-in for collaboration.

G6.B1.S1 Teacher leaders will facilitate the PLC groups encouraging collaboration.

PD Opportunity 1

Training of PLC Facilitators

Facilitator

District Staff

Participants

PLC Facilitators and administration

Target Dates or Schedule

Summer 2013

Evidence of Completion

Attendance at PLC Facilitator training

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Improve student achievement in reading, writing, math, science, and US History.	\$48,000
Total		\$48,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Total
General Operating Funds	\$12,000	\$0	\$12,000
Capital Outlay	\$0	\$36,000	\$36,000
Total	\$12,000	\$36,000	\$48,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Improve student achievement in reading, writing, math, science, and US History.

G1.B1 Lack of Rigor, higher order questioning, synthesis and application of knowledge

G1.B1.S4 Implement a new, rigorous math curriculum for our lowest 250 students.

Action Step 1

Purchase the "Agile Mind" curriculum

Resource Type

Evidence-Based Program

Resource

"Agile Mind" curriculum for use with the lowest 250 math students to increase student achievement. Web based program.

Funding Source

General Operating Funds

Amount Needed

\$12,000

Action Step 3

Purchase the technology to support the curriculum implementation

Resource Type

Technology

Resource

I-pads, 60 with charging/syncing carts

Funding Source

Capital Outlay

Amount Needed

\$36,000