



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Chipley High School
1545 BRICKYARD RD
Chipley, FL 32428
850-638-6100
<http://chs.wcsdschools.com>

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 27%
Alternative/ESE Center No	Charter School No	Minority Rate 23%

School Grades History

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

Chipley High School

Principal

Charles Williams

School Advisory Council chair

Tara Finch

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

Name

Title

Nancy Holley

Assistant Principal

District-Level Information

District

Washington

Superintendent

Mr. Joseph Taylor

Date of school board approval of SIP

10/14/2013

School Advisory Council (SAC)

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

Membership of the SAC

Our membership is composed of the school principal and appropriately balanced numbers of teachers, education support employees, parents and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

The CHS SAC is made up of the following demographics:

- Parents: 55%
- Business: 11%
- Student: 11%
- Administration: 6%
- Teacher: 6%
- Support Staff: 11%

Of these members:

- 28% are Black
- 5% are Hispanic/Latino
- 67% are White

Involvement of the SAC in the development of the SIP

The goals and targets set in this plan are based on suggestions from parents, students and school staff/administration. After information was entered into the plan, the school advisory council reconvened to make any further amendments. The advisory council also made a personal connection with the "Parent Involvement" section in order to create more opportunities for parents to be engaged at CHS.

Activities of the SAC for the upcoming school year

The SAC will review relevant data, identify problem areas, develop improvement strategies, and monitor implementation of those strategies. The SAC will review data in areas such as attendance, college and career readiness, parent involvement, and discipline.

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

Parent Involvement activities--\$500
 Testing fees for low/middle income students--\$2348
 Student incentives for attendance/behaviors--\$500

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Charles Williams

Principal	Years as Administrator: 12	Years at Current School: 0
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Credentials	Master of Education--University of West Florida Bachelor of Science--University of Florida Associate of Arts Degree--Chipola College Educational Leadership (K-12) Agriculture Education (6-12) Exceptional Student Education (K-12)
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Performance Record	2010-2013 JACKSON ALTERNATIVE 2004-2009 MARIANNA HIGH SCHOOL (D, D, C, D, B) 2002-2004 GRAND RIDGE (C, A, C)
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Nancy Holley		
Asst Principal	Years as Administrator: 3	Years at Current School: 0
Credentials	Specialist in Education -- Educational Leadership Master of Education -- Elementary Education Bachelor's of Arts in Education -- Elementary Education Educational Leadership (All Levels) Elementary Education (Grades 1-6) School Principal (All Levels) Gifted Endorsement	
Performance Record	2011-12 VHS Asst. Principal (C) 2010-2011 VHS Asst. Principal (B) 2002-2003 Eighth Street Elementary (A) 2000-2002 Dr. N.H. Jones Elementary (A,A)	

Instructional Coaches

# of instructional coaches	2
# receiving effective rating or higher	(not entered because basis is < 10)
Instructional Coach Information:	

Jennifer Kincaid		
Full-time / District-based	Years as Coach: 5	Years at Current School: 13
Areas	Reading/Literacy	
Credentials	BS Degree: Social Work MS Degree: Reading and Language Arts National Board Teacher Certification Reading Endorsement Certified English 6-12 School social worker K-12	
Performance Record	12-13 (Pending) 11-12 (B) 54% meeting high standards in reading, 57% of lowest 25% made learning gains, (AYP met) 10-11 (B) 48% meeting high standards in reading, 37% of the lowest 25% made learning gains, (AYP met) 09-10 (B), 48% meeting high standards in reading, 30% of the lowest 25% made learning gains, (did not meet AYP) 08-09 (C)48% meeting high standards in reading, 53% of the lowest 25% made learning gains in reading, (AYP met)	

LaJuana Malloy		
Full-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	Mathematics, Science, Data	
Credentials	Bachelors Degree: Elementary Education Masters Degree: Reading and Language Arts Certification in Exceptional Student Education Reading Endorsement ESOL Endorsement	
Performance Record	2012-2013 (Pending)	

Classroom Teachers

# of classroom teachers	36
# receiving effective rating or higher	36, 100%
# Highly Qualified Teachers	94%
# certified in-field	36, 100%
# ESOL endorsed	1, 3%
# reading endorsed	6, 17%
# with advanced degrees	9, 25%
# National Board Certified	0, 0%
# first-year teachers	1, 3%
# with 1-5 years of experience	8, 22%
# with 6-14 years of experience	12, 33%
# with 15 or more years of experience	12, 33%

Education Paraprofessionals

# of paraprofessionals	3
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Highly Qualified

3, 100%

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

4

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

Chipley High School's focus is on improving student achievement. We make a concerted effort to attract highly motivated and highly qualified teachers to ensure all students have the opportunity to achieve academic success. The following are some recruitment/incentive strategies used to gain and retain teachers:

- Free professional development
- Bonus incentives for highly effective teachers
- Funding for certain certification exam fees and endorsements

Person Responsible: Charles Williams

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

Mentor: Tiffany McKinney (Guidance, year 4)

Mentee: Rachel Hodge (Guidance, year 1)

Rationale: Certification and Years of Experience

Activities: Professional Development, Weekly Meetings on School Level, two Meetings each month on the District Level, Weekly Observations

* The District offers new teacher mentoring program(Washington County New Teacher Induction Program) to all new/beginning teachers. Academic Analyst provide trainings on each evaluation domain and Academic Specialists serve as mentors to these new staff on campus with face to face follow up.*

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

During the course of the school year (including during pre-planning, once each quarter and during post planning), teachers meet in both grade level and subject level groups. During this time, teachers and the leadership team members discuss students who are at risk based on attendance, discipline, grades, and test scores which include all standardized state testing and benchmark assessments.

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

School-based leadership team members serve as facilitators during the grade level/ subject level meetings. Leadership members also provide school data results and help create plans for improving the core and also improve individual student performance.

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

The leadership team monitors benchmark data in order to measure the fidelity of the plans set in place for the curriculum and individual students who need monitoring. When students make a drastic drop in performance, behavior, or attendance another level meeting can take place to correct the trend.

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 Systems/Sources:
- Performance Matters
- FOCUS (School data system)
- Discovery Ed Data
- FAIR Data
- Teacher made assessments/checklists

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

Communication is of utmost importance. In order to support understanding, there must be an open line of communication between leadership and staff as well as staff and parents. Sharing data with parents as well as sharing strategies being used within the school setting will help to reinforce the goals of the CHS teaching staff for their students to make gains.

One way communication has been opened is the FOCUS Parent Portal. This allows parents to monitor attendance, behavior, grades and assessment data.

Literacy Leadership Team (LLT)

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

Name	Title
Charles Williams	Principal
Nancy Holley	Assistant Principal
Jennifer Kincaid	Academic Specialist
Carol Schimpf	English Department Chair
Lenora Henderson	Science Department Chair
Jerry Corbin	Social Science Department Chair

How the school-based LLT functions

A Reading Leadership Team is a collaborative system that encourages a literate climate to support effective teaching and learning.

Major initiatives of the LLT

CCSS Instructional Shifts
 CCSS Literacy Support across the Content Areas

Every Teacher Contributes to Reading Instruction

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

All teachers are responsible for making the CCSS Instructional Shifts in preparation for full implementation in 2014. Content area teachers must support literacy skills introduced in ELA classes by having their students read and write daily.

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

Chipley High School offers Project Lead the Way courses that apply engineering, mathematics, science and technology content in order to promote student's interest and pathway into the engineering field of study. These subjects also come with an industry certification when completed that helps with college entrance and job skills for later.

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

During the course of the year, school counselors, teachers, and administration share ways for students to plan for careers. This includes sharing their own college/career experiences, directing students to resources for college/career planning and, usually during the early Spring, an academic scheduling committee (along with Teacher Advisers) meet with students and parents on an individual basis in order to chart a plan for graduation and beyond.

Students are encouraged to be marketable to the employment world. In order to support this, CHS advises students to take courses that will give them a certificate or degree when they complete that particular program. Certification programs offered on the campus include PLTW, Microsoft certification, and most recently Agri-Tech certification courses.

Along with these, students are offered Dual Enrollment courses from both a local state (community) college and our local technical center.

Strategies for improving student readiness for the public postsecondary level

Based on the High School Feedback Report, each year at CHS, the percentage of graduates who completed a college prep curriculum has increased. Along with students who are successfully completing the 1st Level College Math and College English. Also, the percentage of students required to take the remedial level of these courses has decreased. Below are strategies to improve that trend:

- Educate students and parents about the importance of participating in rigorous instruction.
- Open communication between all grade levels including elementary and middle school levels in order to vertically plan instructional concepts and encourage rigor across all disciplines.
- Provide resources to assist students in "future planning" (i.e. electronic interest surveys, college/career finders and data bases, human resources, financial aid resources, etc.)
- Effectively share data with students and parents regarding PSAT
- Assist students in registering and preparing for post-secondary placement exams

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	61%	54%	No	65%
American Indian				
Asian				
Black/African American	50%	33%	No	55%
Hispanic				
White	63%	58%	No	67%
English language learners				
Students with disabilities	32%	21%	No	39%
Economically disadvantaged	52%	41%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	147	54%	75%
Students scoring at or above Achievement Level 4	119	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>		66%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	202	36%	50%
Students in lowest 25% making learning gains (FCAT 2.0)	86	62%	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.	85	71%	85%

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	58	43%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	31	23%	40%

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	71%	Yes	63%
American Indian				
Asian				
Black/African American	46%	11%	No	51%
Hispanic				
White	61%	57%	No	65%
English language learners				
Students with disabilities	46%	24%	No	51%
Economically disadvantaged	57%	32%	No	61%

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>		66%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		33%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	137	55%	65%
Students in lowest 25% making learning gains (EOC)	46	57%	65%

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.	143	54%	65%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	67%	70%
Students scoring at or above Achievement Level 4	30	27%	30%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	65%	70%
Students scoring at or above Achievement Level 4	32	25%	30%

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]		80%
Students scoring at or above Level 7	[data excluded for privacy reasons]		40%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	74%	77%
Students scoring at or above Achievement Level 4	25	20%	25%

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)	20		30
Participation in STEM-related experiences provided for students	120	22%	50%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	220	40%	50%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		95%	100%
Students taking one or more advanced placement exams for STEM-related courses	16	3%	20%
CTE-STEM program concentrators	29		60
Students taking CTE-STEM industry certification exams	152	99%	100%
Passing rate (%) for students who take CTE-STEM industry certification exams		48%	60%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	154	28%	50%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	60	30%	50%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		97%	100%
Students taking CTE industry certification exams	152	99%	100%
Passing rate (%) for students who take CTE industry certification exams		48%	60%
CTE program concentrators	29	19%	50%
CTE teachers holding appropriate industry certifications	4	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	188	30%	20%
Students in ninth grade with one or more absences within the first 20 days	23	15%	13%
Students in ninth grade who fail two or more courses in any subject	5	3%	0%
Students with grade point average less than 2.0	60	9%	5%
Students who fail to progress on-time to tenth grade	5	3%	0%
Students who receive two or more behavior referrals	137	22%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	23	3%	1%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	15	23%	5%
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)	105	77%	85%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	14	49%	65%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	1	0%	3%

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

For the 2013-2014 school year, CHS would like to target parent involvement and awareness for the following areas:

- Academic Performance (include grades, attendance...) Involvement and awareness
- College and Career Readiness Parent Night
- Participation in parent night/Open House (other than Freshman Orientation)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of parents registered for the parent portal.	147	23%	50%
Participation in College/Career Readiness Parent Night	45	14%	30%
Participation in High School information night/ Open House	27	5%	25%

Goals Summary

- G1.** All content Area Teachers will support Literacy Skills introduced in ELA classes by implementing the CCSS standards (reading and writing) in conjunction with their current NGSS standards as we move toward full implementation of CCSS in 2014.
- G2.** Algebra teachers will receive professional development in implementing the 8 Mathematical Practices with Common Core State Standards in conjunction with their current Next Generation Sunshine State Standards and implement these in instructional practices
- G3.** The Biology curriculum will be designed to meet the expectations set for by the Biology EOC item specifications set for by the state of Florida.
- G4.** Geometry teachers will receive professional development in implementation of the 8 Mathematical Practices with Common Core State Standards and implement these in conjunction with Next Generation Sunshine State Standards in their instructional practices.
- G5.** Increase higher level thinking skills as related to Biology
- G6.** Incorporating Advanced Placement Chemistry Inquiry Laboratories.
- G7.** Students taking the alternative assessment will not only raise their scores in reading, math and science but also learn functional skills that will enable them to live as independently as possible once they have completed high school.

Goals Detail

G1. All content Area Teachers will support Literacy Skills introduced in ELA classes by implementing the CCSS standards (reading and writing) in conjunction with their current NGSS standards as we move toward full implementation of CCSS in 2014.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- EWS - High School

Resources Available to Support the Goal

- Academic Specialist Academic Analyst Professional Development (CIS, CCSS Instructional Shifts) Ongoing Progress Monitoring (FAIR, DEA, WS) PD 360 Teachscape
- -Chipley High School teachers are supported by both a part-time instructional specialist and analyst. - Teachers are receiving ongoing PD that lends itself to full implementation of CCSS in 2014. - Students are progress monitored throughout the school year and teachers will use data to drive instruction.

Targeted Barriers to Achieving the Goal

- Lack of evidence to support classroom assessments that match the rigor and complexity of CCSS.
- Lack of evidence to support CCSS aligned writing across the curriculum

Plan to Monitor Progress Toward the Goal

Progress Monitoring

Person or Persons Responsible

All Faculty

Target Dates or Schedule:

Ongoing Throughout the school year

Evidence of Completion:

Data Notebooks, Progress Monitoring data

G2. Algebra teachers will receive professional development in implementing the 8 Mathematical Practices with Common Core State Standards in conjunction with their current Next Generation Sunshine State Standards and implement these in instructional practices

Targets Supported

- Algebra 1 EOC
- STEM - High School

Resources Available to Support the Goal

- *Academic Analyst with emphasis on math and science *Explicitly tailored Professional Development specific to the teacher needs and the school *Use of progress monitoring data
- *Common Pacing Guide to enable teacher to monitor progress of curriculum

Targeted Barriers to Achieving the Goal

- Knowledge and application of 8 mathematical practices and ability to develop lessons to incorporate these practices in current curriculum with current standards.
- Student abilities to use higher order and critical thinking to complete expectations of Algebra curriculum
- Weak Assessments from prior mathematics content
- Students who do not have mastery of their basic, fundamental mathematics concepts such as multiplication, division or fractions

Plan to Monitor Progress Toward the Goal

Monthly face to face meetings with teachers to discuss lessons and progress Progress Monitoring data

Person or Persons Responsible

Academic Analyst

Target Dates or Schedule:

monthly

Evidence of Completion:

Notes from observations conferences notes of teacher and coach notebook/portfolio with lesson plans and student work examples Assignments, task or resources accessed and utilized through these opportunities

G3. The Biology curriculum will be designed to meet the expectations set for by the Biology EOC item specifications set for by the state of Florida.

Targets Supported

Resources Available to Support the Goal

- Complex text, articles, interactive reader, online progress monitoring, depth of knowledge chart, Bloom's level of taxonomy guide to writing questions to be used for creating all lessons.

Targeted Barriers to Achieving the Goal

- Biology curriculum is not aligned to meet required rigor needed for students to master EOC annually assessed benchmarks.

Plan to Monitor Progress Toward the Goal

Progress monitoring using Discovery Education.

Person or Persons Responsible

Biology teacher, data coach.

Target Dates or Schedule:

Three times a year, before EOC.

Evidence of Completion:

Statistics will show mastery of benchmarks that will include what has been covered in the class in addition to what has been not.

G4. Geometry teachers will receive professional development in implementation of the 8 Mathematical Practices with Common Core State Standards and implement these in conjunction with Next Generation Sunshine State Standards in their instructional practices.

Targets Supported

- Geometry EOC
- STEM - High School

Resources Available to Support the Goal

- Academic Analyst with emphasis in math and science Common pacing guide to help monitor use of instructional time and curriculum CPALMS PD360 and Teaching Channel as well as other effective online tools Progress monitoring data to identify effectiveness and changes needed in instruction

Targeted Barriers to Achieving the Goal

- Weak assessments in prior content
- Lack of higher order or critical thinking skills by students
- Limited knowledge base on 8 Mathematical Practices for Common Core State Standards and lessons that incorporate collaborative learning experiences in relation to CCSS.
- Students who do not have their basic fundamental skills of multiplication, division, fractions to mastery and struggle with the basics.

Plan to Monitor Progress Toward the Goal

Progress monitoring through DEA testing, formative and summative assessing Examples of use and implementation in instruction

Person or Persons Responsible

Geometry teachers

Target Dates or Schedule:

Three benchmark windows(September, December and March) for DEA, ongoing for classroom monitoring

Evidence of Completion:

Data reports and examples of progress monitoring assessments kept in data/portfolio notebook observation by administration linked to teacher evaluation

G5. Increase higher level thinking skills as related to Biology

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Pogil activities for Biology and AP Biology that require to synthesize information learned as well as infer from models and diagrams.
- High complexity labs, some of which are AP level.
- ACT practice science questions related to concepts taught in the course.

Targeted Barriers to Achieving the Goal

- Students can not use diagrams or models to infer or construct a conclusion.
- Students are not able to answer or construct meanings from "higher level" questions.
- Students are not used to following complex labs in which they are to write their own hypothesis, collect data and form valid, meaningful conclusions from investigations or experiments.

Plan to Monitor Progress Toward the Goal

Performing high complexity labs.

Person or Persons Responsible

Biology and Data coach.

Target Dates or Schedule:

Through out the year.

Evidence of Completion:

DEA assessments and formative assessments.

G6. Incorporating Advanced Placement Chemistry Inquiry Laboratories.

Targets Supported

- STEM - High School

Resources Available to Support the Goal

- POGIL Activities
- Advanced Placement Chemistry Test Prep Guide, 2014-2015 Exam
- 5 Steps to a 5 Guide
- 2014-2015 Advanced Chemistry Inquiry Laboratory Guide
- Previous Advanced Placement Chemistry Exams (2008-2013)

Targeted Barriers to Achieving the Goal

- Students may struggle with higher-ordered questioning and Advanced Placement Chemistry level inquiry laboratories.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G7. Students taking the alternative assessment will not only raise their scores in reading, math and science but also learn functional skills that will enable them to live as independently as possible once they have completed high school.

Targets Supported

Resources Available to Support the Goal

- Washington County ARC

Targeted Barriers to Achieving the Goal

- Staff Training: Teacher needs some hands-on training on how to better implement such programs, such as shadowing other schools and meeting with like professionals in a professional learning community.

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. All content Area Teachers will support Literacy Skills introduced in ELA classes by implementing the CCSS standards (reading and writing) in conjunction with their current NGSS standards as we move toward full implementation of CCSS in 2014.

G1.B2 Lack of evidence to support classroom assessments that match the rigor and complexity of CCSS.

G1.B2.S1 Administrators in collaboration with the Reading Coaches and personnel will provide professional development on unwrapping the Benchmarks to understand the level of rigor necessary during instruction. Teachers will implement the use of moderate to high cognitive complexity tasks and assessments.

Action Step 1

Implementing CCSS using the CIS model

Person or Persons Responsible

All Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Literacy Support Portfolio

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Literacy Support Portfolio

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

ePDC, Teacher Evaluation, Completed Literacy Support Portfolio

Plan to Monitor Effectiveness of G1.B2.S1

Progress Monitoring Data

Person or Persons Responsible

Administration, Academic Specialist, Academic Analyst

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Progress Monitoring Results

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Algebra teachers will receive professional development in implementing the 8 Mathematical Practices with Common Core State Standards in conjunction with their current Next Generation Sunshine State Standards and implement these in instructional practices

G2.B2 Knowledge and application of 8 mathematical practices and ability to develop lessons to incorporate these practices in current curriculum with current standards.

G2.B2.S1 CPALMS training to provide teachers more resources for building knowledge base of common core state standards, explicitly the 8 mathematical standards, common core lessons, activities and video examples. PD360 will also be used to reinforce skills building of common core lessons for teachers.

Action Step 1

CPALMS and PD 360 Training

Person or Persons Responsible

Academic Analyst with support of PAEC CPALMS Coordinator(Glenna Davis)

Target Dates or Schedule

September 25, 2013 on PD 360 and then continuing through out year and Mid October to continue all year for CPALMS

Evidence of Completion

Printed resources from site, lesson plans that show evidence of CPALMS use, observations of lessons developed using CPALMS and PD 360

Facilitator:

Academic Analyst: LaJuana Malloy

Participants:

Algebra I teachers and ESE Support teachers

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

CPALMS and PD360

Person or Persons Responsible

teachers, administrators

Target Dates or Schedule

All year/ongoing

Evidence of Completion

Examples of resources, lesson plans or use of CPALMS maintained in notebook/portfolio Observation Follow up questions, tasks and activities submitted to administrator as assigned

Plan to Monitor Effectiveness of G2.B2.S1

CPALMS and PD360

Person or Persons Responsible

Administrator

Target Dates or Schedule

All Year

Evidence of Completion

Documentation and observation within the programs to show usage Completion of tasks or follow up as given

G2.B2.S2 Deconstruction of Common Core Standards for applicable math content

Action Step 1

Deconstruction of Examples of High School Mathematics Standards

Person or Persons Responsible

Academic Analyst, teachers and administration

Target Dates or Schedule

Beginning in October and continuing throughout school term

Evidence of Completion

Lesson showing CCSS incorporated Observation notes

Facilitator:

Academic Analyst: LaJuana Malloy Assistant Principal: Nancy Holley

Participants:

Math Teachers(specifically Algebra I and ESE Support teachers)

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Deconstruction of math standards and mathematical practices

Person or Persons Responsible

teachers. analyst and administration

Target Dates or Schedule

To be completed by First Semester

Evidence of Completion

Agenda, sign in showing attendance to meetings observation Planning showing beginning implementation of CCSS in instruction(Lesson plans turned into administrator)

Plan to Monitor Effectiveness of G2.B2.S2

Deconstruction and implementation of CCSS Math standards and practices

Person or Persons Responsible

Administration

Target Dates or Schedule

All Year

Evidence of Completion

Lesson plans submitted timely and regularly to administrator Observation of lesson implementing CCSS

G2.B3 Student abilities to use higher order and critical thinking to complete expectations of Algebra curriculum

G2.B3.S1 Engage students in higher order questioning and have students create and complete higher order questions independently.

Action Step 1

Learn and become comfortable with higher order questioning in lessons and instruction

Person or Persons Responsible

Math Teachers(Algebra I and ESE support teachers)

Target Dates or Schedule

Immediately and continuing throughout school term

Evidence of Completion

Assessment examples showing higher order questions student work reflecting that students have generated higher order questions in their learning observation notes and documentation

Facilitator:

Academic Analyst

Participants:

Math Teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B5 Students who do not have mastery of their basic, fundamental mathematics concepts such as multiplication, division or fractions

G2.B5.S1 Develop methods and lessons that take minimal time from instruction to review basic facts. Develop opportunities to differentiate instruction as needed for students who do not seem to have mastery of basic concepts as lessons progress.

Action Step 1

Hands On Equations

Person or Persons Responsible

Algebra Teachers and ESE Support Teachers and small groups of students

Target Dates or Schedule

Beginning in September(9/16)Throughout year

Evidence of Completion

Sign in sheet from training observation of use in classes modeling or coteaching of lessons for review with teacher and coach

Facilitator:

Academic Analyst

Participants:

Algebra Teachers

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Hands on Equations, bellringers, exit slips and other methods to maintain mastery of basic concepts

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Examples of student work maintained in notebook/portfolio Observation linked to teacher evaluation Lesson plans showing methods to review and remediate for basic skills such as multiplication, division, fractions

Plan to Monitor Effectiveness of G2.B5.S1

Differentiation for basic mathematical concepts

Person or Persons Responsible

Teacher and administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Examples of student assessment/work Observation lined to teacher evaluation Hands on Algebra Lessons observed or used for small group

G3. The Biology curriculum will be designed to meet the expectations set for by the Biology EOC item specifications set for by the state of Florida.

G3.B1 Biology curriculum is not aligned to meet required rigor needed for students to master EOC annually assessed benchmarks.

G3.B1.S1 Class activities: Lessons such as hands on activities, laboratory experiences and notes will be designed that will require students to master the benchmark at a higher levels as specified by the Biology EOC item specifications set forth by the Florida department of education.

Action Step 1

Increase complexity of curriculum

Person or Persons Responsible

Biology teachers

Target Dates or Schedule

Throughout the year, during all units that are taught.

Evidence of Completion

Formative assessments, activities and notes will be crossed checked by Biology teachers to insure proper rigor is being implemented to meet student needs at understand the curriculum at the levels indicated by the Biology EOC items specifications. Summative assessments will be analyzed by the science department during department meetings to ensure the proper level of complexity is present, in addition to verifying the percentage of higher complexity questions are present as stated beforehand.

Action Step 2

Increase complexity of curriculum

Person or Persons Responsible

Biology teachers

Target Dates or Schedule

Throughout the year, during all units that are taught.

Evidence of Completion

Formative assessments, activities and notes will be crossed checked by Biology teachers to insure proper rigor is being implemented to meet student needs at understand the curriculum at the levels indicated by the Biology EOC items specifications. Summative assessments will be analyzed by the science department during department meetings to ensure the proper level of complexity is present, in addition to verifying the percentage of higher complexity questions are present as stated beforehand.

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 Promote higher level thinking in topics within the curriculum in activities.

Action Step 1

The teacher will use the depth of knowledge levels, Bloom's taxonomy guide to writing questions in addition to quick flip questions for critical thinking while creating lessons that promote higher level thinking at level 3 and above. The breakdown of difficulty to be include in activities are as the following: 75% percent of the notes will require higher level thinking minimum on the range from level 3 to 6. Activities and labs will be 100 percent of a minimum of level 4-6 in complexity.

Person or Persons Responsible

Biology teachers

Target Dates or Schedule

Through out the year, with in all units covered in the class.

Evidence of Completion

Cross checking will occur throughout the year by each Biology teacher.

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

G3.B1.S3 Promote higher level thinking during formative assessments:

Action Step 1

Probes will be created using Discovery Education to gage student mastery of the benchmarks being covered within the specified unit and assigned to students to gage their individual progress in addition to offering remediation to the students in need. This will also serve the teacher in deciding if the curriculum needs to be modified to meet student needs. Such probes will be used throughout the unit, 50% minimum consisting of level 3 and above questions in addition to reinforcement of vocabulary within the unit. Probes will be assigned throughout the unit, before the chapter practice test is given.

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

Throughout the year, during all units of instruction.

Evidence of Completion

Probe breakdown reports available upon request.

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S4 Formative assessments #2: Practice test.

Action Step 1

Practice test will be given prior to the test which will also consist of a minimum of 70 percent of questions that are level 3 and above giving the student the opportunity to gage their grasps of the curriculum at a higher level in addition to giving the teacher the opportunity to make changes to curriculum and supplemental material will be used to meet student needs on at a class or individual level. Practice test will be given electronically, allowing the students to know their results immediately as well as feedback.

Person or Persons Responsible

Biology teacher

Target Dates or Schedule

Through out the year, during all units of instructions.

Evidence of Completion

Review of practice test given available upon request.

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S5 High complexity summative assessments:**Action Step 1**

Test will be custom designed to verify that the benchmarks are covered that require higher level thinking specified by the Biology EOC item specifications. At minimum of 75 percent of the test will include questions at level 3 and above. In addition, students will be required to create projects or compose essays on assigned benchmarks that will be constructed at the 4-6 level of difficulty. A rubric and specifications will be given beforehand for such assignments.

Person or Persons Responsible

Biology Teacher

Target Dates or Schedule

Through out all units of instruction.

Evidence of Completion

Copies of all test will be available for analysis.

Plan to Monitor Fidelity of Implementation of G3.B1.S5

Valid assessments

Person or Persons Responsible

Biology teachers, department head, data coach

Target Dates or Schedule

through out the year.

Evidence of Completion

Statistics of test will be available at all times.

Plan to Monitor Effectiveness of G3.B1.S5

breakdown of statics per benchmark

Person or Persons Responsible

teacher

Target Dates or Schedule

through out the year, after every summative assessment.

Evidence of Completion

Digitally compiled with each formative assessment, available upon request.

G4. Geometry teachers will receive professional development in implementation of the 8 Mathematical Practices with Common Core State Standards and implement these in conjunction with Next Generation Sunshine State Standards in their instructional practices.

G4.B1 Weak assessments in prior content

G4.B1.S1 Develop assessments that include a range of higher order questions, skills and/or tasks that will include rubrics grading scales when appropriate

Action Step 1

Working to develop assessments with higher order thinking and questions and incorporating rubrics to assist in grading

Person or Persons Responsible

Academic Analyst and math teachers

Target Dates or Schedule

ongoing through out year

Evidence of Completion

Examples of student assessments turned into administrator and kept in notebook/portfolio

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

Assessment Development and Creation

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

Ongoing all year

Evidence of Completion

Examples of assessments turned in to administrator as well as maintained in notebook/portfolio
Monthly meeting notes from analyst showing meetings for development of assessments

Plan to Monitor Effectiveness of G4.B1.S1

Progress Monitoring Data Examples of Assessments

Person or Persons Responsible

Administration and math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

examples of assessments turned in DEA reports and notes observation linked to teacher evaluation

G4.B2 Lack of higher order or critical thinking skills by students

G4.B2.S1 Incorporate higher order questioning in lessons. Teach students to not only respond to these, but to be able to generate higher order questions independently.

Action Step 1

Questioning(Writing and using higher order questions)

Person or Persons Responsible

Math Teachers and students

Target Dates or Schedule

Ongoing all year

Evidence of Completion

Examples of student work to show development of higher order questioning Observation linked to teacher evaluation Notebook documentation/portfolio

Facilitator:

Academic Analyst and Specialist

Participants:

All teachers

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

Questioning(writing, creating and using higher order questions)

Person or Persons Responsible

Math teachers and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Examples of student assignments and/or assessments showing questions Observations linked to teacher evaluation student work maintained in notebook or portfolio

Plan to Monitor Effectiveness of G4.B2.S1

Creating and using higher order questions

Person or Persons Responsible

administration and teachers

Target Dates or Schedule

all year

Evidence of Completion

student work examples lesson plans observation

G4.B4 Limited knowledge base on 8 Mathematical Practices for Common Core State Standards and lessons that incorporate collaborative learning experiences in relation to CCSS.

G4.B4.S1 Train teachers on the use of PD 360 and CPALMS in order for them to develop a bank of resources that will help them gain expertise in CCSS and instructional shifts that are required for collaborative learning and implementation of these standards in their classroom lessons.

Action Step 1

Training on PD360 and CPALMS

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Begin September 17 with PD360 to continue throughout year Mid October on CPALMS to be ongoing through year

Evidence of Completion

Documentation of lessons in notebook Observation notes of use and notification that teacher is using log in and building resources Evaluation documentation

Facilitator:

Academic Analyst with assistance from CPALMS Coordinator Glenna Davis

Participants:

Math Teachers and ESE Support Teachers in math

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

PD360, CPALMS use

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

Ongoing throughout the school term of 2013-14

Evidence of Completion

Print outs from PD360 showing use and teacher access Follow up questions completed and submitted timely Lesson plans, examples of resources found and used from CPALMS in notebook/ portfolio

Plan to Monitor Effectiveness of G4.B4.S1

PD360 and CPALMS

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout year

Evidence of Completion

Documentation from both sites Follow up questions submitted to administrator timely and completely
Notebook/portfolio documentation showing resources used, gathered from sites Examples of lesson plans and/or resources used in instruction Observation

G4.B5 Students who do not have their basic fundamental skills of multiplication, division, fractions to mastery and struggle with the basics.

G4.B5.S1 Develop lesson with teachers that provide for differentiation for students who lack their basic mathematical concepts and develop ways to minimize the time to practice or master these skills within daily lessons

Action Step 1

Bell work, exit slips, lesson plans or ways to differentiate for students struggling with basic concepts

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Examples of lesson plans observation linked to teacher evaluation

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Differentiation

Person or Persons Responsible

administration and teachers

Target Dates or Schedule

all year

Evidence of Completion

observation linked to teacher evaluation lesson plans showing bell ringers, exit slips or other ways to help students with basic mathematical concepts that may be lacking Examples of student work

Plan to Monitor Effectiveness of G4.B5.S1

Differentiation related to basic concepts

Person or Persons Responsible

math teachers

Target Dates or Schedule

all year

Evidence of Completion

student work examples showing progress in mastery of basic concepts Observation documentation teacher assessment

G5. Increase higher level thinking skills as related to Biology

G5.B1 Students can not use diagrams or models to infer or construct a conclusion.

G5.B1.S1 Within each unit, use pogil activities to promote such thinking.

Action Step 1

Higher level thinking activities.

Person or Persons Responsible

Implemented by Biology teachers.

Target Dates or Schedule

Throughout the year.

Evidence of Completion

Copies of student work.

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

Use of pogil activities.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Through out the year.

Evidence of Completion

Evidence of student work.

Plan to Monitor Effectiveness of G5.B1.S1

Understanding of activity.

Person or Persons Responsible

Biology teacher

Target Dates or Schedule

throughout lesson

Evidence of Completion

Student work that includes feedback.

G5.B3 Students are not used to following complex labs in which they are to write their own hypothesis, collect data and form valid, meaningful conclusions from investigations or experiments.

G5.B3.S1 Increase frequency of activities from 12 to 18 by the time EOC is taken. Ensure that 85% of these labs reinforce the basic nature of science standards.

Action Step 1

Increase frequency and difficulty of labs.

Person or Persons Responsible

Biology Teach

Target Dates or Schedule

One per each unit of instruction.

Evidence of Completion

Labs scheduled according to district pacing guide.

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

Rigor of labs and frequency

Person or Persons Responsible

Biology teacher, department head and principal.

Target Dates or Schedule

At the end of each 9 weeks.

Evidence of Completion

Copies of student grade work in science department lab notebook.

Plan to Monitor Effectiveness of G5.B3.S1

Rigor and frequency of labs

Person or Persons Responsible

Biology teacher, data coach

Target Dates or Schedule

during each lesson and during DEA assessments.

Evidence of Completion

Students will make noticeable progress performing such activities through out the year. Progress will also be evident on DEA assessments.

G6. Incorporating Advanced Placement Chemistry Inquiry Laboratories.

G6.B1 Students may struggle with higher-ordered questioning and Advanced Placement Chemistry level inquiry laboratories.

G6.B1.S1 Students will use POGIL activities to increase higher-ordered thinking strategies.

Action Step 1

POGIL activities will be needed. The activity will vary per objective(s) to be mastered.

Person or Persons Responsible

Students must be knowledgeable of the objective(s) being covered.

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Grading scale will be used.

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

Kagan Strategies will be used.

Person or Persons Responsible

All students will participate in cooperative learning environment.

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Classroom Observations Grading Scales

Plan to Monitor Effectiveness of G6.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7. Students taking the alternative assessment will not only raise their scores in reading, math and science but also learn functional skills that will enable them to live as independently as possible once they have completed high school.

G7.B1 Staff Training: Teacher needs some hands-on training on how to better implement such programs, such as shadowing other schools and meeting with like professionals in a professional learning community.

G7.B1.S1 Set up a shadowing opportunity for the teacher at a school with a properly implemented program.

Action Step 1

Contact another school and set up a shadowing opportunity.

Person or Persons Responsible

Syntha Alvarez

Target Dates or Schedule

Before June 2014

Evidence of Completion

email correspondence TD paperwork

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

Make sure teacher makes contact with another program and brings back ideas from the shadowing experience

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

before June 2014

Evidence of Completion

Short synopsis of the experience, email correspondence

Plan to Monitor Effectiveness of G7.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

The Director of Federal Programs provides our budget for all of the programs listed above. These funds are used to provide parent involvement opportunities, updating technology for students, supplemental materials for classroom teachers and students.

All students receive free breakfast and lunch through the nutrition program.

All Juniors/Seniors qualify for ACT/SAT waivers based upon the Free Lunch Program.

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. Algebra teachers will receive professional development in implementing the 8 Mathematical Practices with Common Core State Standards in conjunction with their current Next Generation Sunshine State Standards and implement these in instructional practices

G2.B2 Knowledge and application of 8 mathematical practices and ability to develop lessons to incorporate these practices in current curriculum with current standards.

G2.B2.S1 CPALMS training to provide teachers more resources for building knowledge base of common core state standards, explicitly the 8 mathematical standards, common core lessons, activities and video examples. PD360 will also be used to reinforce skills building of common core lessons for teachers.

PD Opportunity 1

CPALMS and PD 360 Training

Facilitator

Academic Analyst: LaJuana Malloy

Participants

Algebra I teachers and ESE Support teachers

Target Dates or Schedule

September 25, 2013 on PD 360 and then continuing through out year and Mid October to continue all year for CPALMS

Evidence of Completion

Printed resources from site, lesson plans that show evidence of CPALMS use, observations of lessons developed using CPALMS and PD 360

G2.B2.S2 Deconstruction of Common Core Standards for applicable math content

PD Opportunity 1

Deconstruction of Examples of High School Mathematics Standards

Facilitator

Academic Analyst: LaJuana Malloy Assistant Principal: Nancy Holley

Participants

Math Teachers(specifically Algebra I and ESE Support teachers)

Target Dates or Schedule

Beginning in October and continuing throughout school term

Evidence of Completion

Lesson showing CCSS incorporated Observation notes

G2.B3 Student abilities to use higher order and critical thinking to complete expectations of Algebra curriculum

G2.B3.S1 Engage students in higher order questioning and have students create and complete higher order questions independently.

PD Opportunity 1

Learn and become comfortable with higher order questioning in lessons and instruction

Facilitator

Academic Analyst

Participants

Math Teachers

Target Dates or Schedule

Immediately and continuing throughout school term

Evidence of Completion

Assessment examples showing higher order questions student work reflecting that students have generated higher order questions in their learning observation notes and documentation

G2.B5 Students who do not have mastery of their basic, fundamental mathematics concepts such as multiplication, division or fractions

G2.B5.S1 Develop methods and lessons that take minimal time from instruction to review basic facts. Develop opportunities to differentiate instruction as needed for students who do not seem to have mastery of basic concepts as lessons progress.

PD Opportunity 1

Hands On Equations

Facilitator

Academic Analyst

Participants

Algebra Teachers

Target Dates or Schedule

Beginning in September(9/16)Throughout year

Evidence of Completion

Sign in sheet from training observation of use in classes modeling or coteaching of lessons for review with teacher and coach

G4. Geometry teachers will receive professional development in implementation of the 8 Mathematical Practices with Common Core State Standards and implement these in conjunction with Next Generation Sunshine State Standards in their instructional practices.

G4.B2 Lack of higher order or critical thinking skills by students

G4.B2.S1 Incorporate higher order questioning in lessons. Teach students to not only respond to these, but to be able to generate higher order questions independently.

PD Opportunity 1

Questioning(Writing and using higher order questions)

Facilitator

Academic Analyst and Specialist

Participants

All teachers

Target Dates or Schedule

Ongoing all year

Evidence of Completion

Examples of student work to show development of higher order questioning Observation linked to teacher evaluation Notebook documentation/portfolio

G4.B4 Limited knowledge base on 8 Mathematical Practices for Common Core State Standards and lessons that incorporate collaborative learning experiences in relation to CCSS.

G4.B4.S1 Train teachers on the use of PD 360 and CPALMS in order for them to develop a bank of resources that will help them gain expertise in CCSS and instructional shifts that are required for collaborative learning and implementation of these standards in their classroom lessons.

PD Opportunity 1

Training on PD360 and CPALMS

Facilitator

Academic Analyst with assistance from CPALMS Coordinator Glenna Davis

Participants

Math Teachers and ESE Support Teachers in math

Target Dates or Schedule

Begin September 17 with PD360 to continue throughout year Mid October on CPALMS to be ongoing through year

Evidence of Completion

Documentation of lessons in notebook Observation notes of use and notification that teacher is using log in and building resources Evaluation documentation

Appendix 2: Budget to Support School Improvement Goals