



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

New Beginnings Education Center

2599 WEST VINE ST

Kissimmee, FL 34741

407-348-4466

www.osceola.k12.fl.us

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
[Data Not Available]

Alternative/ESE Center
Yes

Charter School
No

Minority Rate
[Data Not Available]

School Grades History

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

New Beginnings Education Center

Principal

Nina Wehmeyer

School Advisory Council chair

Peggy Delgado

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

Name	Title
Norma Evans-O'connor	Assistant Principal
Trae Simpson	Literacy Coach

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

Pending

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

Peggy Delgado SAC Chair, Nina Wehmeyer Principal, Edwin Rios, JoAnn Poe, Norma Evans-O'Connor Asst.Principal,Bill Ring Business Partner, Trae Simpson Literacy Coach ,Mary Middleton Support Employee, Rinda Dumas Support Employee, any parent that would like to attend.

Involvement of the SAC in the development of the SIP

The SAC initiated and agreed upon the two goals the school will focus on this year.

Activities of the SAC for the upcoming school year

Open House each semester
Parent Resource Area
Lets Get Together held each semester
Title 1 Meetings
Career/College Week

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

Career/College Week \$75.00 for supplies for the encouragement of post secondary education and the workforce.

Title One meetings will included supplies and snacks for each meeting.

Parent Resource Center

Professional Development of faculty and staff

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

We have invited parents to join SAC at Open House and this year we will do an IRIS dial out to remind parents of the meetings.

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:

Nina Wehmeyer

Principal

Years as Administrator: 10

Years at Current School: 10

Credentials

Elementary Education, Exceptional Student Education,
Educational Leadership

Performance Record

2012-2013 No Grade AYP No
2011-2012 No Grade AYP No
2010-2011 No Grade AYP No
2009-2010 No Grade AYP No
2008-2009 No Grade AYP No
2007-2008 No Grade AYP No
2006-2007 Grade P AYP No
2005-2006 Grade P AYP No
2004-2005 F AYP No

Norma Evans-O'Connor

Asst Principal

Years as Administrator: 10

Years at Current School: 4

Credentials

History, Psychology, Educational Leadership, Exceptional Student Education

Performance Record

2012-2013 No Grade AYP No
 2011-2012 No grade AYP No
 2010-2011 No Grade AYP No
 2009-2010 Grade B AYP No
 2008-2009 Grade D AYP No
 2007-2008 Grade C AYP No
 2006-2007 Grade C AYP No
 2005-2006 Grade C AYP No
 2004-2005 Grade C AYP No

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Trae Simpson**

Part-time / District-based

Years as Coach: 2

Years at Current School: 1

Areas

Reading/Literacy

Credentials

BA Marketing, MS Administrative Leadership

Performance Record

2012-2013 Grade A AYP No

Classroom Teachers**# of classroom teachers**

24

receiving effective rating or higher

24, 100%

Highly Qualified Teachers

100%

certified in-field

23, 96%

ESOL endorsed

7, 29%

reading endorsed

4, 17%

with advanced degrees

6, 25%

National Board Certified

1, 4%

first-year teachers

4, 17%

with 1-5 years of experience

4, 17%

with 6-14 years of experience

8, 33%

with 15 or more years of experience

8, 33%

Education Paraprofessionals**# of paraprofessionals**

18

Highly Qualified

18, 100%

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

18

receiving effective rating or higher

18, 100%

Teacher Recruitment and Retention Strategies

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

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

Mentorship Program

Partnering new teachers with appropriate veteran staff

Department meetings that are data driven, using best practices, collaboration, Marzano, Common Core and Positive Behavioral Support.

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

Curriculum training, modelling in the classroom, providing assistance when needed as well as support. Pairing teachers with a veteran in their subject area and with a support staff as well.

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

Once the student has been identified as in need of MTSS:

1. The informal notice of Screening/Notification of Intervention Assistance Team Involvement is sent to parents and a copy to Student Services
2. Vision and Hearing screenings are conducted after notice is given to parent.
3. Teachers complete a page one of the Intervention summary sheet.
4. All above is sent to parents, including the parent letter requesting the concurrent evaluation.
5. Consent for evaluation is provided.
6. The psychologist will have 60 days to complete the evaluation and report.

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

Administrators: Nina Wehmeyer, Norma Evans-O'Connor
MTSS and Literacy Coach: Trae Simpson
School Psychologist: Carolyn Chalifous
504 Designee: Tiffany Proctor
Teachers: Richard Marshall, Keith Anakotta

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

The MTSS provides weekly input regarding interventions, strategies and support needed for students. An agenda and Minutes are kept for each meeting.

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

The district has a checklist for documentation of General Education Intervention program, as well as a form for this plan. The team meets regularly to discuss the progress of each student and makes recommendations to appropriate teachers and staff.

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

The MTSS Coach, the Psychologist and /or the Administration will do a presentation to discuss the MTSS process so that teachers are aware of their part in the plan, as well as participation in meetings to develop an effective and useful plan for the student. District will support additional training as needed for specific requirements of the plan.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:**

Increase student achievement by providing tutoring session during lunch and after school programs.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

ODMS, Data Director and Data Logs that show student achievement. Tutoring logs based on students being tutored and in what area.

Who is responsible for monitoring implementation of this strategy?

Literacy Coach, Administration and Teachers involved in the program.

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

Name	Title
Trae Simpson	Literacy Coach
Nina Wehmeyer	Principal
Kat Gordon	Media Specialist
Norma Evans-O'Connor	Asst. Principal

How the school-based LLT functions

The Literacy Team will meet once a month highlighting one literacy activity a month.

Major initiatives of the LLT

All teachers are teaching reading and using reading strategies in the classroom as it is tied to Common Core.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

First off the Reading Plan has been presented to all teachers and staff. Classroom walkthroughs conducted by Administration and the literacy Coach will ensure that reading strategies are used in all classrooms.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Communication with parents on an ongoing basis.

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

Added a Careers Course to the High School Curriculum. Personal and Social Development is given to the middle school students and high school will be added second semester. Provide and encourage students to look at either a career within the workforce or post secondary education.

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

In the above mentioned courses the students receive this. This will also be done during college/career week with the students on a group and/or individual basis.

Strategies for improving student readiness for the public postsecondary level

The strategies applied are done within the above mentioned courses. courses .
Having the students read and work with technical manuals.

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	30%	7%	No	37%
American Indian				
Asian				
Black/African American	23%		No	30%
Hispanic	27%		No	34%
White	44%		No	50%
English language learners				
Students with disabilities	24%	9%	No	32%
Economically disadvantaged	29%		No	36%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	12%	20%
Students scoring at or above Achievement Level 4	20	5%	10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		10%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		10%

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	12	33%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

High School Mathematics

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		2%	10%
Students in lowest 25% making learning gains (EOC)			10%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

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	10	2%	2%
Students in ninth grade with one or more absences within the first 20 days	9	2%	0%
Students in ninth grade who fail two or more courses in any subject	11	12%	8%
Students with grade point average less than 2.0	22	15%	10%
Students who fail to progress on-time to tenth grade	8	9%	5%
Students who receive two or more behavior referrals	62	18%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	16	4%	2%

Graduation

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

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

Lets Get Together, Open House, Parent Resource Room each semester are all examples of what parents expressed a need for.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Communication Event	200	50%	75%
Lets Get Together	60	15%	40%
Open House	85	50%	100%
Parent Resource Room	0	0%	25%

Area 10: Additional Targets**Additional targets for the school**

Osceola County does not have a large enough population of Migrant students to have a Migratory student subgroup, so Migratory students would be found within the following subgroups, Hispanic, English Language Learners, Economically Disadvantaged and sometimes Students with Disabilities. They would also be in the Comprehensive English Language Learning Assessment (CELLA) section

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Migrant Students	0	0%	5%

Goals Summary

- G1. Decrease the number of student absences by 10%
- G2. Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

Goals Detail

G1. Decrease the number of student absences by 10%**Targets Supported**

- All Areas
- 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 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
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- We have the IRIS dial out that can be used to notify parents of student not in attendance as well as staff calling home.

Targeted Barriers to Achieving the Goal

- Lack of parental support
- Behavioral issues that have resulted in student suspension

- Students not engaged in the classroom
- Lack of faculty support when documenting attendance

Plan to Monitor Progress Toward the Goal

Calling home Student Engagement

Person or Persons Responsible

Teachers

Target Dates or Schedule:

student has been absent 5 days

Evidence of Completion:

Phone logs, tracking forms data logs, observations, Academic Achievement

G2. Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

Targets Supported

- All Areas
- 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 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
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Coaching logs/notes
- I Observations done by administration and the Literacy Coach.
- Star Reading and Math done four times during the school year.
- 1 min fluency readings in reading classes

- workshops by LaVonna Roth

Targeted Barriers to Achieving the Goal

- Constant entering and leaving of students
- Absences
- Lack of fundamental skills
- Behavioral Situations that have caused the student to be removed from class

Plan to Monitor Progress Toward the Goal

those entering those withdrawing and why

Person or Persons Responsible

Data Entry Leadership Team

Target Dates or Schedule:

Daily

Evidence of Completion:

Data sheets

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Decrease the number of student absences by 10%

G1.B1 Lack of parental support

G1.B1.S1 Parent Resource Room to be established Communication for Good as well as bad

Action Step 1

A resource room with a computer available and workshops done monthly.

Person or Persons Responsible

Trae Simpson

Target Dates or Schedule

By October 1st, 2013

Evidence of Completion

Parent Logs

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

Monitoring the workshops being done with parents and giving added assistance

Person or Persons Responsible

Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Parent Logs and Administrative Logs

Plan to Monitor Effectiveness of G1.B1.S1

For Participation

Person or Persons Responsible

leadership Team

Target Dates or Schedule

Every Month

Evidence of Completion

Logs

G1.B2 Behavioral issues that have resulted in student suspension

G1.B2.S1 is to decrease the number of out of school suspension

Action Step 1

tracking form monthly of students being suspended

Person or Persons Responsible

Clerical Staff

Target Dates or Schedule

keeping a data base on suspensions

Evidence of Completion

Tracking form ODMS

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

Presented with Monthly logs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Tracking Logs ODMS

Plan to Monitor Effectiveness of G1.B2.S1

Meetings held to view behavioral plans

Person or Persons Responsible

Administration and Clerical Staff

Target Dates or Schedule

Monthly

Evidence of Completion

Data forms Logs

G1.B3 Students not engaged in the classroom

G1.B3.S1 Using Differentiated instruction in all classrooms.

Action Step 1

Different ways to change up lessons and following the EAPA method of engaging students

Person or Persons Responsible

Teachers

Target Dates or Schedule

Dialy Basis

Evidence of Completion

Lesson Plans Walk Throughs Observations

Facilitator:

Trae Simpson

Participants:

Teachers

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

seen in classroom instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

during observations and walk throughs

Evidence of Completion

Observations Lesson Plans

Plan to Monitor Effectiveness of G1.B3.S1

Lesson Plans Observations Student Surveys

Person or Persons Responsible

Leadership Team and Administration

Target Dates or Schedule

Continuing

Evidence of Completion

Logs lesson plans I Observation instrument

G1.B4 Lack of faculty support when documenting attendance

G1.B4.S1 Attendance Incentives like early release

Action Step 1

Early release or comp time

Person or Persons Responsible

Teachers and Staff

Target Dates or Schedule

Daily

Evidence of Completion

Proper documentation in terms and pinnacle

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

checking attendance daily for all teachers

Person or Persons Responsible

Data Entry Discipline Clerk Administration

Target Dates or Schedule

Daily Daily Weekly

Evidence of Completion

Attendance records

Plan to Monitor Effectiveness of G1.B4.S1

Checking and Pulling reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

district attendance record ODMS

G2. Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

G2.B1 Constant entering and leaving of students

G2.B1.S1 Increase Parental Contact

Action Step 1

keeping logs and data sheets

Person or Persons Responsible

Teachers

Target Dates or Schedule

3 consecutive absences or five total

Evidence of Completion

phone logs

Facilitator:

Trae Simpson

Participants:

Teachers

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

Data check

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

ODMS Logs Tracking Forms

Plan to Monitor Effectiveness of G2.B1.S1

Looking at Data

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly meeting

Evidence of Completion

Data Logs ODMS

G2.B1.S2 Differentiated Instruction in all classes

Action Step 1

All teachers will use differentiated instruction for students academic performance improvement.

Person or Persons Responsible

Teachers will be monitored by the leadership team

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

workshops lesson plans surveys i observations

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

the classroom instruction and student performance will be monitored

Person or Persons Responsible

administrative team

Target Dates or Schedule

throughout the year

Evidence of Completion

observations attendance at workshops

Plan to Monitor Effectiveness of G2.B1.S2

student academic growth on FCAT, EOC's and Common Core assessments

Person or Persons Responsible

Teachers, Leadership Team

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

will be student growth in class and on assessments.

G2.B2 Absences

G2.B2.S1 After three consecutive or five total making a call home

Action Step 1

Parental contact

Person or Persons Responsible

Teachers and Assistant Principal

Target Dates or Schedule

after 3 consecutive absences and five absences in a class

Evidence of Completion

phone logs

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

the schoolwide attendance

Person or Persons Responsible

attendance liaison and the truancy officer

Target Dates or Schedule

daily

Evidence of Completion

schoolwide attendance and logs

Plan to Monitor Effectiveness of G2.B2.S1

attendance of all students with three or more absences

Person or Persons Responsible

attendance liaison and truancy officer and the leadership team

Target Dates or Schedule

daily

Evidence of Completion

attendance logs

G2.B3 Lack of fundamental skills

G2.B3.S1 Use of Star Math and Reading for assessment when entering and leaving classes

Action Step 1

Differentiated Instruction

Person or Persons Responsible

Teacher professional Development

Target Dates or Schedule

Throughout school year

Evidence of Completion

Professional Development Logs | Observations

Facilitator:

LaVonna Roth

Participants:

Teacher professional Development

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

Observations and workshops

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout school year

Evidence of Completion

Logs and I observations

Plan to Monitor Effectiveness of G2.B3.S1

Use in classroom Monitoring I observations

Person or Persons Responsible

Administration Leadership Team Teachers

Target Dates or Schedule

Throughout school year

Evidence of Completion

I observation and Professional Development Logs

G2.B4 Behavioral Situations that have caused the student to be removed from class

G2.B4.S1 Rotation of Teachers and more parent/student interaction.

Action Step 1

For parent/student interaction a Parent Resource room will be established Quarterly Presentations at night for students and parents In school Tutoring by Teachers

Person or Persons Responsible

Leadership Team Administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Logs sheets for payroll Attendance sheets at quarterly presentations Logs in the Parent resource room

Facilitator:

Trae Simpson

Participants:

Leadership Team Administration

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

All activities involving students and parent interaction

Person or Persons Responsible

Administration Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Logs Participation

Plan to Monitor Effectiveness of G2.B4.S1

Teacher Logs Parent Logs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

surveys done at all events Student surveys monitoring grades

Coordination and Integration

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

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

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

Sponsor student achievement activities such as End of year student achievement BBQ., Semester Honor Roll, Nine week honor roll, Senior Graduation, Parent Activities such as Let's get together each semester, Parent Resource Room October to June, Title One Parent meetings, Open Houses, Cultural Experience Night and other parent activities. We will continue to focus on ELL, Migrantstudents, FIT students and economically disadvantage students within the above named activities.

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.

G1. Decrease the number of student absences by 10%

G1.B3 Students not engaged in the classroom

G1.B3.S1 Using Differentiated instruction in all classrooms.

PD Opportunity 1

Different ways to change up lessons and following the EAPA method of engaging students

Facilitator

Trae Simpson

Participants

Teachers

Target Dates or Schedule

Daily Basis

Evidence of Completion

Lesson Plans Walk Throughs Observations

G2. Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

G2.B1 Constant entering and leaving of students

G2.B1.S1 Increase Parental Contact

PD Opportunity 1

keeping logs and data sheets

Facilitator

Trae Simpson

Participants

Teachers

Target Dates or Schedule

3 consecutive absences or five total

Evidence of Completion

phone logs

G2.B3 Lack of fundamental skills

G2.B3.S1 Use of Star Math and Reading for assessment when entering and leaving classes

PD Opportunity 1

Differentiated Instruction

Facilitator

LaVonna Roth

Participants

Teacher professional Development

Target Dates or Schedule

Throughout school year

Evidence of Completion

Professional Development Logs I Observations

G2.B4 Behavioral Situations that have caused the student to be removed from class

G2.B4.S1 Rotation of Teachers and more parent/student interaction.

PD Opportunity 1

For parent/student interaction a Parent Resource room will be established Quarterly Presentations at night for students and parents In school Tutoring by Teachers

Facilitator

Trae Simpson

Participants

Leadership Team Administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Logs sheets for payroll Attendance sheets at quarterly presentations Logs in the Parent resource room

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.	\$16,000
Total		\$16,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Total
SAC and Title 1	\$4,000	\$6,000	\$10,000
SAC & Title 1	\$6,000	\$0	\$6,000
Total	\$10,000	\$6,000	\$16,000

Budget Details

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

G2. Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

G2.B1 Constant entering and leaving of students

G2.B1.S1 Increase Parental Contact

Action Step 1

keeping logs and data sheets

Resource Type

Professional Development

Resource

workshops

Funding Source

SAC and Title 1

Amount Needed

\$4,000

G2.B3 Lack of fundamental skills

G2.B3.S1 Use of Star Math and Reading for assessment when entering and leaving classes

Action Step 1

Differentiated Instruction

Resource Type

Evidence-Based Materials

Resource

workshops and materials

Funding Source

SAC and Title 1

Amount Needed

\$6,000

G2.B4 Behavioral Situations that have caused the student to be removed from class

G2.B4.S1 Rotation of Teachers and more parent/student interaction.

Action Step 1

For parent/student interaction a Parent Resource room will be established Quarterly Presentations at night for students and parents In school Tutoring by Teachers

Resource Type

Professional Development

Resource

workshops, tutoring and Quarterly presentations for Students and Parents

Funding Source

SAC & Title 1

Amount Needed

\$6,000