



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Arlington Middle School
8141 LONE STAR RD
Jacksonville, FL 32211
904-720-1680
<http://www.duvalschools.org/arlingtonmiddle>

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 75%
Alternative/ESE Center No	Charter School No	Minority Rate 71%

School Grades History

2013-14 C	2012-13 C	2011-12 C	2010-11 B	2009-10 C
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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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	29
Part III: Coordination and Integration	44
Appendix 1: Professional Development Plan to Support Goals	45
Appendix 2: Budget to Support Goals	50

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
Prevent	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Arlington Middle School

Principal

Linda Lisella

School Advisory Council chair

Glenn Mitchell

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

Name	Title
Linda Lisella	Principal
Yolanda Sanders	Assistant Principal, Curriculum
Oscar Harris	Assistant Principal

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

School Advisory Council (SAC)

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

Membership of the SAC

Chairperson - Victoria Johnson
 Craig Seabrooks
 Glen Mitchell
 Kati Hicks
 Lance Hunt

Involvement of the SAC in the development of the SIP

During the course of the year, SAC makes recommendations and they are added when the plan is written. This year, SAC had two recommendations to improve parental support: A Summer Bridge Program for in-coming 6th graders and media sign.

A SAC partner, St Paul's United Methodist Church funded part of the Summer Bridge Program and SAC funded part of the media sign.

Activities of the SAC for the upcoming school year

- Supporting classroom teachers with a supply purchase program
- Encouraging parental support for academic by co-sponsoring a literacy night
- o Providing funds for a dinner

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

Remaining SAC funds are: \$8328.19

- \$400 for Literacy Night
- \$7928.19 for Classroom Projects

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

The SAC is in compliance

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Linda Lisella

Principal

Years as Administrator: 17

Years at Current School: 7

Credentials

Bachelors: English/English Education; Syracuse University
 Masters: English Education, University of North Florida
 EdD: Education Leadership, University of North Florida

Performance Record

- An assistant principal in Turnaround schools for 9 years
- Principal, Windy Hill Elementary School
 - o 2003-2004: State Grade: C
 - o 2004-2005: State Grade: B
- Principal, Arlington Middle School
 - o 2006-2007-C
 - o 2007-2008-C
 - o 2008-2009-C
 - o 2009-2010-B
 - o 2010-2011-C
 - o 2012-2013-C
 - o 2013-2014

Yolanda Sanders		
Asst Principal	Years as Administrator: 11	Years at Current School: 1
Credentials	Bachelors Business Education, (grades 6 - 12) Masters: Educational Leadership, (all Levels) School Principal, (all Levels) Teacher Coordinator Of Cooperative Education, Endorsement	
Performance Record	Assistant Principal Fletcher Middle School Year School Grade 2003 A 2004 B 2005 A 2006 A 2007 A 2008 A 2009 A 2010 A 2011 A 2012 B 2013 A	

Oscar Harris		
Asst Principal	Years as Administrator: 18	Years at Current School: 0
Credentials	Bachelors: Criminal Justice Florida A&M University Masters: Educational Leadership Florida A&M university	
Performance Record	I have served at Raines High School for 7 years, during which time the school grade has gone from an "F" to a C. Prior to that, I served at Eugene Butler Middle School for three years as an Assistant Principal, during which time the school moved from an "F" to a "C".	

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Selena Bryant		
Full-time / School-based	Years as Coach: 4	Years at Current School: 2
Areas	Mathematics	
Credentials	B.S. in Business Management M.S. in Education Certified Mathematics 5-9	
Performance Record	97% of 7th grade Algebra students passed Algebra I EOC 76% of total population passed the Algebra I EOC 97% of Geometry students passed the Geometry EOC 75% of students made gains in mathematics 73% of students in bottom quartile made gains in mathematics 49% of total population was proficient in mathematics	

Shay Crisp		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	B.S. Psychology M.S. Psychology Professional Certificate: Elementary Educ (K-6), Reading Endorsement (K-12), ESE (K-12), MGIC (5-9)	
Performance Record	Intensive Reading teacher for 4 years at a Title I middle school in Duval County.	

Classroom Teachers

# of classroom teachers	51
# receiving effective rating or higher	23, 45%
# Highly Qualified Teachers	100%
# certified in-field	3, 6%
# ESOL endorsed	21, 41%
# reading endorsed	12, 24%
# with advanced degrees	20, 39%

National Board Certified

1, 2%

first-year teachers

3, 6%

with 1-5 years of experience

15, 29%

with 6-14 years of experience

23, 45%

with 15 or more years of experience

9, 18%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

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

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The administrative team researched interview tools and devised a standard tool for all content areas. A minimum of two certificated staff members participate in the interview process. The process is three-pronged: (1) questions are asked and responses are recorded; (2) candidates are asked to wait in another room while the team reviews the responses; and (3) if necessary, candidates are asked clarifying questions.

The interview team can include: teachers, academic coaches, team leaders, testing coordinator, Dean of students, but always includes an administrator.

References are checked.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mission of the Mentoring and Induction of New Teachers Team is to provide a comprehensive induction program that will enhance retention, teacher quality, and ultimately student achievement. Planned mentoring activities include mentor observations of new teacher with pre-conference prior to observation then feedback and debrief afterward. Focus observations are also planned in which the

new teacher observes a veteran teacher deliver a lesson and is able to debrief with the veteran teacher and the mentor afterward. The main rationale used for pairing mentors with new teachers is similar content area of both the mentor and the new teacher. Other factors include familiarity with technology, teaching in the same program (BESsT mentors/new teachers), strong classroom management skills of the mentor to pass on to the new teacher.

Kaci Tyler (ELA/Reading) is mentored by the Reading Coach, Shay Crisp. This is Ms. Tyler's final year in the mentoring program and she had completed her Educator Preparation Institute program at Univ. of North Florida. Ms. Tyler will still participate in mentor observations as well as focus observations. Mrs. Crisp has the content background to help Ms. Tyler progress and reflect as she prepares to exit the mentoring program at the end of this school year.

Micolette Perry (6th grade science) is mentored by Ms. Melissa Mitchell (ESE and Science teacher). Ms. Mitchell will have the flexibility to provide the required observations and feedback Ms. Perry will need as a second year teacher. Ms. Mitchell also has experience in teaching Science, and so will be able to provide content support as well.

Brett Swearingen (BESsT program Social Studies) is mentored by his site coach Ms. Reyes in the BESsT program. Ms. Reyes will be able to check in with Mr. Swearingen daily and help him learn the routine of the highly structured day treatment program. Mr. Swearingen will be in the mentoring program for a minimum of two years.

Carol Contos (BESsT program ELA Teacher) is mentored by our media specialist and former ELA teacher Ms. Wyly. Ms. Contos came to Duval from a nearby county and will be in the mentoring program for one year. She will participate in mentor observations as well as focus observations. Ms. Wyly will have flexibility to observe Ms. Contos as needed, taking into consideration the highly structured day treatment schedule.

Ginger Rohrbaugh (8th grade ELA/Reading) is mentored by the Reading Coach, Shay Crisp. Ms. Rohrbaugh will be in the mentoring program for one year, because she already has a professional certificate. Mrs. Crisp will be able to provide modeling and lesson feedback for Ms. Rohrbaugh as she makes the transition back into the classroom after being gone for a few years. Mrs. Crisp is also strong in rituals and routines/classroom and will also be able to assist Mrs. Rohrbaugh with classroom management.

Michael Hobbs (BESsT Interventionist) is mentored by the Dean of Discipline, Mr. Copeland. Mr. Hobbs is a first year teacher and will be in the mentoring program for at least two years. Mr. Hobbs has previous experience in the BESsT program as a para-professional, but Mr. Copeland can help him progress and expand his skills as a new teacher. Mr. Copeland will also have the flexibility to observe Mr. Hobbs at a time that is appropriate in the day treatment schedule.

Clarissa Evans (7th grade ELA/Reading) is mentored by Ms. Wyly, media specialist and former ELA/Reading teacher. This is Ms. Evans last year in the mentoring program and Ms. Wyly will be able to help her with both content and classroom management, as well as mentor observations.

Rashon Medlock (6-7-8 Music) is mentored by the Dean of Discipline, Mr. Copeland. Mr. Medlock began the mentoring program last year and will participate in mentor observations and well as focus observations. Mr. Copeland will be able to offer classroom management strategies for Mr. Medlock's large music classes.

Janelle Campbell (BESsT Math) is mentored by her site coach Ms. Reyes. Ms. Campbell is enrolled in the alternate certification program and is on track to exit the mentoring program at the end of this school year. Ms. Reyes can provide timely and appropriate feedback for Ms. Campbell since they both work in day treatment.

Douglas Jordan (6th grade CTE) is a second year teacher who is mentored by the Dean of Discipline, Mr. Copeland. Mr. Copeland can provide valuable feedback for Mr. Jordan to use with his sixth graders. Mr. Jordan is continuing in the mentoring program and will complete a minimum of one more year. Since he is teaching an elective class, Mr. Copeland will be able to help with classroom management issues with large groups of students in one class.

Valquiria Moreira (7th grade science) is in her second year of the mentoring program and is mentored by Ms. Burroughs who is on the same team and teaches math. Ms. Burroughs mentored Ms. Moreira last year and they have a good rapport. They regularly work together because they are on the same

team.

Mark Haugen (7th grade Science) is mentored by our science dept. chair, Ms. Parnes. Ms. Parnes' extensive content background will be a great help to Mr. Haugen who is new to teaching and will spend at least two years in the mentoring program. He will participate in focus observations of veteran teachers as well as four observations per year.

Christie Stallings (8th grade math) is mentored by the Math Coach, Mrs. Bryant. Mrs. Bryant will be able to provide modeling of lessons for Ms. Stallings as well as classroom management tips, since Ms. Stallings is a new teacher. Mrs. Bryant will also have the flexibility to work with Ms. Stallings more frequently and at different times of the day because she doesn't have classes all day.

Kentrich Webb (6th grade social studies) is in his third year of the mentoring program and is mentored by the testing coordinator, Ms. Crisp who was previously a 6th grade social studies teacher and social studies dept. chair. She will be able to offer him valuable content knowledge and assistance with planning lessons, as well as classroom management assistance, because Ms. Crisp was also the Foundations chair.

Britnee Davis (7th grade Civics) is mentored by Ms. Crisp, the testing chair, who previously taught 6th grade world history. Ms. Crisp will be able to help Ms. Davis with classroom management/rituals and routines as well because she was the Foundations chair. Ms. Crisp is able to be flexible and could observe Ms. Davis at different times/class periods if helpful.

Nicole Duval (Guidance counselor) is in her second year of the mentoring program and her mentor is Ms. Wright-Kitchen, also a guidance counselor. Ms. Wright-Kitchen can provide job-embedded professional development and modeling of best practices for a counselor for Ms. Duval. They were paired last year, so have already established a good rapport.

Bobbie Hopson (ESE teacher) is in her second year of the mentoring program and is mentored by the ESE team lead, Ms. Manning-Banks. Ms. Banks has experience in the ESE field and can provide guidance for Ms. Hopson as to best practices for ESE students in the inclusion setting. Ms. Banks can provide modeling for Ms. Hopson and is able to be flexible with her schedule as well.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

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

School Wide Referral Process - The teachers, staff members (Administrator/Dean), and/or parents may refer the students Rtl. Leadership Team/Rtl designee will monitor the process and how it functions.

Meeting Process - School Counselor will meet with the students grade level teams with the assistant principal to determine any problem areas and develop an appropriate plan of action. The plan will be reviewed on a bi-weekly basis with detailed documentation to support the effectiveness of the plan. In the case that the plan is considered effective, the interventions that have been put in place will continue and the Rtl process will potentially phase out. In the case where the plan is found ineffective, the plan will be reviewed and revised by the leadership team and the process continues until the program becomes successful or requires further actions through the ESE process.

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

Assistant Principal - Will assist all grade levels 6-8 and teams gather information and documentation from the students team of teachers.

Dean - Will assist all grade levels 6-8 to assist team members to determine if discipline may cause an effect in students instructional learning process. Help team members develop strategies/interventions to help improve discipline in the classroom setting.

Math Coach - Will assist the team in developing appropriate math goals and strategies to foster the

learning process in math related subjects.

Reading Coach - Will Assist the team in developing reading/language art/writing goals and strategies to foster the learning process related to reading/language arts/writing subjects.

School Counselor - Will assist the team with creating the meeting agendas, scheduling meetings and maintaining appropriate support documentation.

General Education Teachers/ESE Teachers - Will implement strategic plans put in place for current and potential Rtl students. The teachers will be also be responsible for reporting results that were found through the process.

Parent/Guardian - Will assist the team in providing valuable insight regarding the students past behaviors, instructions, interventions what were used in previous years that were proven successful.

Other support team members - May include but not limited to school psychologist, school social worker, speech and language pathologist (SLP), and ESE support staff will attend on an as needed basis.

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

The systems that are in place would be progress monitor from the teachers and administrators, academic coaches and Dean for discipline. These systems are discussed on a weekly basis in the leadership team 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 data sources that are available for academics would Benchmark testing from the district to include Iowa, CGAs, time writes, cast test, common assessments. These data sources are monitored and evaluated on a weekly, monthly and quarterly basis based on the assessment given. Behavior and attendance are analyzed on a weekly basis through the Deans office.

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

The progress and understanding of the MTSS Program will be reported to the leadership team which is lead by Principal during the weekly leadership meetings on Mondays all expectation and clarification of items will be discussed during meeting.

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: Extended Day for All Students**Minutes added to school year:** 16,200

- Implement 90-minute block Reading and Mathematics enrichment classes for all students performing below proficiency. All students needing to recover grades for core subject areas will be offered Saturday School Recovery time and/or TEAM Up time to complete REFLEX Math program.

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?

PLC members will analyze and collect data from formative assessments and use it's results to drive instruction daily as evidenced by Lesson Plans and PLC minutes. In addition, data from the assessment results will be used to determine the effectiveness of the strategy and next steps for Professional Development opportunities.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principals, Academic Coaches, and Teachers will meet monthly in PLC's to monitor the implementation.

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

Name	Title
Linda Lisella	Principal
Shay Crisp	Reading Coach
Cathy Ways	6th grade ELA/Reading Teacher
Cherisse Seymour	6th grade ELA/Reading Teacher
Kelly Mott	6th grade ELA/Reading Teacher
Clarissa Evans	7th grade ELA/Reading Teacher
Ginger Rohrbaugh	8th grade ELA/Reading Teacher
Rachale VanWicklen	7th/8th grade ELA/Reading Teacher
Cindy Chadwell	8th grade ELA/Reading Teacher
Shelli Sauer	8th grade ELA/Writing Teacher
Kaci Tyler	8th grade ELA/Reading Teacher
Victoria Johnson	7th grade ELA Teacher
Carol Contos	BESsT ELA Teacher
Susan Wyly	Media Specialist
Claudia Blackwell	Social Studies Dept Chair

How the school-based LLT functions

Meets once per month to review school-wide reading data: IOWA, DAR, SRA Corrective, CGAs for ELA Monitors DAR testing as progress monitoring piece for Level 1 and 2 readers and ensures that they are tested three times per school year. Confirms that all contents and grades are utilizing school-wide reading strategies and student monitoring of incoming data

Major initiatives of the LLT

The major initiatives will be literature circles for ELA and Reading classes and the Frayer Model for Vocabulary instruction in all classes across all content areas. Additionally, we will maintain the "25 book standard" in which all students are expected to read 25 books in the course of the school year which equates to 1 million words. The progress of all students is tracked on a book log sheet that is kept in his or her portfolio.

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

All teachers incorporate reading and vocabulary strategies into their lessons. This year we have adopted the Frayer Model for vocabulary instruction in all classes across the curriculum. Also, school wide, we are focusing on Marzano's Dimensions of Learning, one of which involves students extending their knowledge, much like when they read and make a connection or synthesize information they have just learned or read. Finally, we are continuing the "25 Book Standard" this year which every teacher promotes. Students are expected to read 25 books during the course of the school year, which equates to 1 million words. Each student's progress is tracked on a book log form that is kept in his or her portfolio.

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**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**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful****Strategies for improving student readiness for the public postsecondary level**

n/a

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	51%	41%	No	56%
American Indian				
Asian	58%	40%	No	63%
Black/African American	43%	38%	No	49%
Hispanic	48%	40%	No	53%
White	63%	50%	No	66%
English language learners	26%	38%	Yes	33%
Students with disabilities	32%	24%	No	39%
Economically disadvantaged	46%	35%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	199	26%	36%
Students scoring at or above Achievement Level 4	45	6%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		93%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	345	51%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	59	64%	74%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	14	52%	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	41%	

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.			

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	240	34%	44%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	49%	Yes	53%
American Indian		0%		
Asian	67%	57%	No	70%
Black/African American	39%	41%	Yes	45%
Hispanic	57%	47%	No	61%
White	58%	66%	Yes	62%
English language learners	49%	42%	No	54%
Students with disabilities	28%	20%	No	36%
Economically disadvantaged	44%	46%	Yes	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	330	49%	53%
Students scoring at or above Achievement Level 4	129	19%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		75%
Students scoring at or above Level 7	[data excluded for privacy reasons]		19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	498	75%	83%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	484	73%	80%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	154	100%	100%
Middle school performance on high school EOC and industry certifications	111	72%	80%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	45%	50%
Students scoring at or above Achievement Level 4	40	26%	30%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		30%
Students scoring at or above Achievement Level 4	21	68%	70%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	196	23%	33%
Students scoring at or above Achievement Level 4	96	14%	24%

Florida Alternate Assessment (FAA)

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

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)	5		6
Participation in STEM-related experiences provided for students	200	30%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	212	100%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	100%	100%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	144	18%	12%
Students who fail a mathematics course	18	2%	1%
Students who fail an English Language Arts course	5	1%	1%
Students who fail two or more courses in any subject	49	6%	4%
Students who receive two or more behavior referrals	203	25%	18%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	81	10%	6%

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

- To increase the PTSA (Parent Teacher Student Association) from 3% (16) to 5% (39) by
- Promoting PTSA membership drive.
 - Developing at least three(3) no more than five(5) school sponsored events throughout the school year
 - Encouraging School Uniform Policy
 - Providing a Parent Compact to all students

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase PTSA membership	16	3%	5%

Area 10: Additional Targets

Additional targets for the school

We have added restorative justice so that our progressive discipline plan includes:

- Step 1 - Teacher Intervention
- Step 2 - Restorative Justice
- Step 3 - 25 Minute intervention (Randy Sprick)
- Step 4 - Alternative to Out of School Suspension
- Step 5 - Out Of School Suspension

Decrease Restraint and Seclusion incidents within the EBD/BESsT student population by 5%.
 During this school year, the Foundations team will conduct quarterly safety meetings at which 95 percent of the staff will attend.
 Conduct daily school-wide random security searches to maintain a safe and secure school environment.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Decrease restraint and seclusion within EBD student population	32	50%	45%
Increase random school-wide security searches	39	21%	31%

Goals Summary

- G1.** All teachers will implement data-driven instruction that is aligned to the standards and includes accommodations for ESE students and strategies to support ELL students.
- G2.** Increase the percentage of students scoring at FCAT Writing level 3.5 and above by 10 percentage points - a goal of 44%.
- G3.** Increase the percentage of students scoring 3 and above on the Reading FCAT by 15% or more.
- G4.** Increase science achievement level by improving reading proficiency in 8th grade science by 10 percentage points – goal of 33%.
- G5.** Increase percent of students being proficient on Mathematics portion of FCAT by 4% and increase the learning gains of all students to 80%.

Goals Detail

G1. All teachers will implement data-driven instruction that is aligned to the standards and includes accommodations for ESE students and strategies to support ELL students.

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 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

- Reliable date (Insight/Inform) Standard aligned assessments (CGAs) School-based and district reading coaches Communities in Schools/Achievers for Life (United Way) Team Up Saturday School Interpreters for ELL students District ESOL specialist Gradual release model Teacher reflection on lesson plan

Targeted Barriers to Achieving the Goal

- Teachers not accessing or not using data to drive their instruction (Due to many factors: lack of knowledge, lack of familiarity, lack of confidence in how to alter a lesson as a result of analyzing the data)
- Teachers are not familiar with details of ESE accommodations and ESE teachers have many duties and responsibilities in addition to classroom support for ESE students.

Plan to Monitor Progress Toward the Goal

Teachers accessing and using data to drive their instruction

Person or Persons Responsible

coaches and administrators

Target Dates or Schedule:

monthly

Evidence of Completion:

Data showing Increased student achievement and evidence of progression of learning. Found in teacher's data binder or data pocket of student portfolio

G2. Increase the percentage of students scoring at FCAT Writing level 3.5 and above by 10 percentage points - a goal of 44%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Literacy Coach - model writing lessons, provide professional development, assist teachers with developing lesson plans and scoring student writing
- FCAT Writing Scrimmages - timed writing practice used as an ongoing formative assessment to monitor students' progress in writing
- Schoolwide Writing Strategies - all grade levels will implement vertically aligned strategies to assist students in the Planning, Writing, Revising, and Editing process
- PLC - Teachers and Literacy Coaches will collaborate to create common lesson plans and assessments

Targeted Barriers to Achieving the Goal

- Ineffective use of instructional time

Plan to Monitor Progress Toward the Goal

Writing Results/Outcome

Person or Persons Responsible

Teachers Literacy Coach Assistant Principal Principal

Target Dates or Schedule:

Once per week

Evidence of Completion:

Students score at or above proficiency

G3. Increase the percentage of students scoring 3 and above on the Reading FCAT by 15% or more.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School

Resources Available to Support the Goal

- Reliable data from Insight and Inform Standard Aligned Assessments (CGAs) Support Staff/ School-based and District Coaches 25 Book Standard Communities in Schools/Achievers for Life (United Way) Team Up Saturday School Double Blocked ELA and Reading Full time media specialist and operational media center Common Planning PLC

Targeted Barriers to Achieving the Goal

- Student lack of engagement in the lessons

Plan to Monitor Progress Toward the Goal

Student work as well as student data will be analyzed to determine if adequate progress is being made toward goal.

Person or Persons Responsible

Reading coach, administrators

Target Dates or Schedule:

90 days

Evidence of Completion:

Progress toward goal will be rated as minimal results, adequate results, and significant results

G4. Increase science achievement level by improving reading proficiency in 8th grade science by 10 percentage points – goal of 33%.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Conduct quarterly Student and Teacher Science Efficacy surveys
- Provide monthly Professional Development on effective student reading engagement strategies (i.e. Four Column Notes, SRE/Statement-Reason-Evidence, Frayer Model)
- Science District Specialist
- Common Planning Time
- Academic Reading Coach

Targeted Barriers to Achieving the Goal

- Teachers' skill set in teaching reading content
- Student lack of interest in science texts

Plan to Monitor Progress Toward the Goal

PLC and District Specialist will meet weekly to review and discuss student data progression. This will include a plan for next steps as evidenced by data analysis and written reflection.

Person or Persons Responsible

Assistant Principal District Science Specialist Reading Coach Science PLC

Target Dates or Schedule:

Weekly during Science PLC

Evidence of Completion:

Assessment Outcome and PLC Minutes Data Analysis Plan for Next Steps

G5. Increase percent of students being proficient on Mathematics portion of FCAT by 4% and increase the learning gains of all students to 80%.

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Math Coach Professional Development Common Planning Data Analysis Curriculum Guide Assessments Common Assessments Common Core Carnegie Curriculum Double Blocked Classes
- Math Coach will provide professional development focused on: using data to drive instruction, using the new curriculum, providing good instruction by modeling through Coaching Cycle, and facilitating common planning.
- Common Planning will be used for teachers to formulate common assessments and to analyze data in the efforts to drive good rigorous instruction.
- CGAs will be used to drive instruction and help teachers pace themselves through the curriculum to ensure the coverage of all standards before FCAT.
- Carnegie material will assist teachers with preparing students for common core assessments.
- Double Block classes allow math teachers to see their students every day and increase the amount of material that they can cover with their students.
- Teachers will participate in professional development to enhance overall growth in content knowledge.

Targeted Barriers to Achieving the Goal

- Students lack of proficiency on prerequisite skills.
- Technology concerns (only three computers per class and JAVA is not on all computers preventing us from using Carnegie computer programs)

Plan to Monitor Progress Toward the Goal

Math Coach will update leadership team on the progress towards the goal of increasing proficiency by 4%. Leadership team will all be responsible for looking at lab usage by pulling reports from various programs.

Person or Persons Responsible

Math Coach and Leadership team

Target Dates or Schedule:

Every Monday at 8:00 a.m. in leadership meeting.

Evidence of Completion:

Leadership Agendas and Data Reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement data-driven instruction that is aligned to the standards and includes accommodations for ESE students and strategies to support ELL students.

G1.B1 Teachers not accessing or not using data to drive their instruction (Due to many factors: lack of knowledge, lack of familiarity, lack of confidence in how to alter a lesson as a result of analyzing the data)

G1.B1.S1 Provide professional develop for teachers on how to access and analyze data in order to adjust instruction and implement Gradual Release.

Action Step 1

Professional Development to train all teachers to use Insight and Inform. Offer follow up sessions for those who would like or need additional training.

Person or Persons Responsible

All teachers

Target Dates or Schedule

October 2013 for initial training, and monthly follow up sessions

Evidence of Completion

Attendance sheet from training

Facilitator:

Victoria Johnson

Participants:

All teachers

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

Professional Development on accessing data through Insight and Inform

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule

One week after training

Evidence of Completion

Attendance sheet

Plan to Monitor Effectiveness of G1.B1.S1

Teachers ability to access data to inform and drive their instruction

Person or Persons Responsible

Teachers, coaches, administrators

Target Dates or Schedule

monthly

Evidence of Completion

Teacher's data binder, student data in student portfolio, reflection on lesson plan with groupings according to data analysis.

G1.B2 Teachers are not familiar with details of ESE accommodations and ESE teachers have many duties and responsibilities in addition to classroom support for ESE students.

G1.B2.S1 Train teachers on the various ESE accommodations and how to implement those accommodations in their classroom in order support ESE students and achieve IEP compliance.

Action Step 1

Professional Development to train all teachers on the various ESE accommodations and how to implement those accommodations in the classroom in order to support ESE students and achieve IEP compliance.

Person or Persons Responsible

All teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Attendance sheet

Facilitator:

ESE Team Lead, or designee

Participants:

All teachers

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

Professional Development about ESE accommodations

Person or Persons Responsible

Professional Development facilitator, coaches, administrators

Target Dates or Schedule

October 2013

Evidence of Completion

Attendance sheet; classroom observations or documentation of accommodations being delivered

Plan to Monitor Effectiveness of G1.B2.S1

Professional Development on ESE accommodations

Person or Persons Responsible

Teachers, PDF, coaches, administrators

Target Dates or Schedule

ongoing

Evidence of Completion

classroom observation or documentation of ESE accommodations being delivered to students

G2. Increase the percentage of students scoring at FCAT Writing level 3.5 and above by 10 percentage points - a goal of 44%.

G2.B1 Ineffective use of instructional time

G2.B1.S1 Writing Boot Camp - before and after school sessions for students who lose instructional time or score below proficiency

Action Step 1

- Writing sessions for students who lose instructional time or score below proficiency

Person or Persons Responsible

- 8th Grade English Language Arts Teachers, Creative Writing Teacher, and Literacy Coach

Target Dates or Schedule

- Before and After School

Evidence of Completion

- Completion of writing assignment scoring at or above proficiency

Facilitator:

Literacy Coach

Participants:

- 8th Grade English Language Arts Teachers, Creative Writing Teacher, and Literacy Coaches

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

Student attendance Student writing product and outcome

Person or Persons Responsible

Literacy Coach Assistant Principal Principal

Target Dates or Schedule

Once per week

Evidence of Completion

Consistent student attendance Student writing score is at proficiency level or above

Plan to Monitor Effectiveness of G2.B1.S1

Student Attendance Student writing progression

Person or Persons Responsible

Literacy Coach Assistant Principal Principal

Target Dates or Schedule

Once per week beginning 3rd quarter

Evidence of Completion

Student writing is at or above proficiency

G3. Increase the percentage of students scoring 3 and above on the Reading FCAT by 15% or more.

G3.B1 Student lack of engagement in the lessons

G3.B1.S1 Effectively implement data to create engaging lessons, utilizing culturally appropriate materials to engage students during common planning time.

Action Step 1

Utilize common planning time to collaborate and create engaging lessons with common assessments and knowledge checks as well as data rich exit slips.

Person or Persons Responsible

Teachers and coaches

Target Dates or Schedule

weekly (1st A Day of every week) until the end of the school year

Evidence of Completion

Lesson plans, common assessments, knowledge checks, and exit slips created during common planning.

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

Common planning is monitored with a sign in sheet and agenda each week.

Person or Persons Responsible

Principal Assistant Principal Reading Coach makes agenda and maintains sign-in sheets

Target Dates or Schedule

Weekly, on common planning days (First A day of each week)

Evidence of Completion

Teachers' lesson plans reflecting the collaborative, engaging lesson. Student work showing warm up, common assessments, data rich exit slips.

Plan to Monitor Effectiveness of G3.B1.S1

Effective use of common planning time to plan engaging lessons with warm ups, common assessments, exit slips.

Person or Persons Responsible

Reading coach, Principal Assistant Principal

Target Dates or Schedule

every 4-6 weeks

Evidence of Completion

Analysis and review of student work and corresponding student data to see if the strategies are working to increase student achievement.

G3.B1.S2 Use data from CGAs, exit slips, teacher made assessments, and knowledge checks to drive instruction.

Action Step 1

Use data from CGA's, exit slips, teacher made assessments, and knowledge checks to drive instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

CGA data (quarterly), exit slip data (daily), teacher made assessment data (as needed), knowledge check data (as needed)

Evidence of Completion

Teachers bring student work samples to common planning

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

Using data from CGAs, knowledge checks, warm ups, exit slips, and teacher made assessments to inform and drive instruction

Person or Persons Responsible

reading coach, administrators

Target Dates or Schedule

weekly

Evidence of Completion

Lesson plans and student work reflecting the use of data to make groups, dictate student work and alter instruction/lesson as needed.

Plan to Monitor Effectiveness of G3.B1.S2

Using data from CGAs, exit slips, teacher made assessments and knowledge checks to drive instruction

Person or Persons Responsible

teachers, reading coach, administrators

Target Dates or Schedule

monthly, and during observations and walk throughs

Evidence of Completion

data that shows a progressive increase in student achievement

G3.B1.S3 Reteach standards not mastered by students.

Action Step 1

Reteach standards not mastered by students

Person or Persons Responsible

Teachers

Target Dates or Schedule

As needed, as often as daily

Evidence of Completion

Student work showing improvement until mastery: knowledge checks, exit slips. Teacher reflection on lesson plan detailing which students need reteaching on which skill.

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

Reteaching standard not mastered by students

Person or Persons Responsible

Teachers, reading coach, administrators

Target Dates or Schedule

monthly

Evidence of Completion

Student work (exit slips, warm ups, knowledge checks) showing extra practice, progression in learning to mastery.

Plan to Monitor Effectiveness of G3.B1.S3

Reteaching standards not mastered by students

Person or Persons Responsible

Teachers, coaches, administrators

Target Dates or Schedule

90 days

Evidence of Completion

Analysis of student work looking for progression of learning, leading to mastery of the standard. Also teacher reflection on the lesson plan regarding which students need reteaching on which skill/standard.

G4. Increase science achievement level by improving reading proficiency in 8th grade science by 10 percentage points – goal of 33%.

G4.B2 Teachers' skill set in teaching reading content

G4.B2.S1 Provide monthly Professional Development on effective student reading engagement strategies in the science content area to equip teachers with the tools they'll need to implement effective reading instruction in the science content area, and monitor use in the classroom.

Action Step 1

Monthly Professional Development to include Effective Rigorous Science Instruction, Data-based Reading Strategies, Gradual Release Model of Instruction, and Data-based differentiated instruction and tasks.

Person or Persons Responsible

Assistant Principal, Reading Coach, and Science Teachers

Target Dates or Schedule

Monthly during Early Release Wednesdays

Evidence of Completion

Lesson Plans PLC Minutes Progress Monitoring Data PD Sign-in Sheets, PD Materials and Assignments

Facilitator:

Assistant Principal and Reading Coach

Participants:

Science PLC

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

Effectively use common lesson plans to create engaging reading strategies in the science content area. This will be monitored by completion and review of common planning minutes and PLC observations to see level of collaboration.

Person or Persons Responsible

Assistant Principal Reading Coach Science Department Lead Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

- Teacher Implementation of effective instruction and strategies - Lesson Plans - PLC Minutes - Walkthrough data (with indicators)

Plan to Monitor Effectiveness of G4.B2.S1

PLC members will use evidence from data results and common planning minutes daily to determine strategies that are aligned with the needs of students.

Person or Persons Responsible

Assistant Principal Reading Coach Science PLC

Target Dates or Schedule

Daily

Evidence of Completion

- Common Planning Minutes - Lesson Plans - PLC Minutes - Walkthrough data (with indicators)

G4.B5 Student lack of interest in science texts

G4.B5.S2 Provide professional development on how to analyze data and create engaging science lessons, using high-interest science literature and technology.

Action Step 1

Provide monthly professional development for science teachers to include: Effective Rigorous Instruction, Data-based Reading Engagement Strategies in the Science Content Area, Gradual Release Model of instruction, and Data-based differentiated instruction and tasks.

Person or Persons Responsible

Reading Coach Science District Specialist Assistant Principal

Target Dates or Schedule

Monthly during Early Release

Evidence of Completion

Lesson Plans PLC Minutes Progress Monitoring Data Professional Development Sign-in Sheets, Materials, and Assignments Excel Spread Sheets Teacher Reflections on data Observations and Feedback of Implementation

Facilitator:

Assistant Principal Reading Coach Science District Specialist

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G4.B5.S2

Provide professional development on how to analyze data and create engaging reading instruction in the science content area, using high-interest science literature and technology.

Person or Persons Responsible

Assistant Principal Reading Coach

Target Dates or Schedule

Weekly during Classroom Observations

Evidence of Completion

PLC Minutes Lesson Plans

Plan to Monitor Effectiveness of G4.B5.S2

Use evidence from assessment data results and common planning minutes to determine if reading engagement strategies align with the needs of students and to drive reading instruction in the science content area.

Person or Persons Responsible

Assistant Principal Science District Specialist Reading Coach Science PLC

Target Dates or Schedule

Daily

Evidence of Completion

PLC Minutes Lesson Plans Exit Slips/Knowledge Checks

G5. Increase percent of students being proficient on Mathematics portion of FCAT by 4% and increase the learning gains of all students to 80%.

G5.B1 Students lack of proficiency on prerequisite skills.

G5.B1.S1 We will use focus assessments, Blitz data, CGAs, and I-ready to help us determine the needs of our students. We will develop lesson plans with this data to help us remediate students from their current knowledge base to the knowledge base that will help them become proficient.

Action Step 1

The math department will use data analysis to help diagnose where students are missing prior knowledge in order to build bridge from current level of knowledge to a level of proficiency.

Person or Persons Responsible

Math Department, Math Coach, District Specialist, and Administrative team

Target Dates or Schedule

Every Common Planning (first A-Day of the week)

Evidence of Completion

Common Assessments, focus lessons, data reports, and lesson plans

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

Administrative team will attend common plannings.

Person or Persons Responsible

Administration

Target Dates or Schedule

The first A-Day of every week.

Evidence of Completion

Attendance Logs

Plan to Monitor Effectiveness of G5.B1.S1

Administrators, Math Coach, and Math Department will check for increases in proficiency of data on the Blitz, CGAs, and focus assessments.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Data will be provided to Administrative team the same day the assessments are given for CGAs and Blitzs. Data will be provided to administration and math department the next day after a focus assessment is given.

Evidence of Completion

Data reports and focus assessment tracking reports

G5.B4 Technology concerns (only three computers per class and JAVA is not on all computers preventing us from using Carnegie computer programs)

G5.B4.S1 Math PLC could collaborate to create a computer lab rotation schedule.

Action Step 1

The math coach will work with technology coordinator to schedule dates in the lab for teachers to utilize district approved math programs and sites.

Person or Persons Responsible

The math coach and technology specialist

Target Dates or Schedule

It will occur on a monthly basis prior to the next month.

Evidence of Completion

A calendar of lab dates will be given to teachers as well as a calendar will be input on Outlook.

Plan to Monitor Fidelity of Implementation of G5.B4.S1

The math department and technology coordinator will publish a calendar each month prior to the next month of dates available for math teachers to use the lab. Math teachers will then make request on Outlook calendar to check lab availability and secure lab time.

Person or Persons Responsible

Math department, math coach, and technology coordinator will work together to achieve this.

Target Dates or Schedule

Each month 20 minutes of PLC times will be used to work on a calendar for lab usage.

Evidence of Completion

The PLC agenda will indicate planning time for a technology schedule and the Outlook calendar will have dates of teacher request.

Plan to Monitor Effectiveness of G5.B4.S1

The assistant principal, technology coordinator, and math coach will evaluate the effectiveness of the technology calendar.

Person or Persons Responsible

The math coach, technology coordinator, and assistant principal will be responsible for ensuring teachers have access to the labs.

Target Dates or Schedule

We will conference once a month to evaluate the effectiveness of lab usage for the previous month.

Evidence of Completion

We will keep track of our meetings through Outlook.

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

Career Technical Education (CTE) - Funds will be use to purchase computers, laptops, and career-based projects to expose students to various careers through the use of modern technology.

Preventative Crisis Management (PCM) - all staff in the EBD/BESsT program will be certified Basic Practitioner, Practitioner, Practitioner 1, or Practitioner 2.

Restorative Justice - 25 Minute Intervention

Title 1/ CEO School

- Students receive free lunch and breakfast. 17% receive free Dinner funded by United Way and Jacksonville Children's Commission. In addition, Title 1 funds are used to purchase 2 math, 2 English/ language Arts, and 2 reading teachers.

Title 2 - funds are used to purchase a Math Coach

School Academic Instruction Funds, S.A.I. - Funds will be used to pay for tutoring services for students outside contract hours

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. All teachers will implement data-driven instruction that is aligned to the standards and includes accommodations for ESE students and strategies to support ELL students.

G1.B1 Teachers not accessing or not using data to drive their instruction (Due to many factors: lack of knowledge, lack of familiarity, lack of confidence in how to alter a lesson as a result of analyzing the data)

G1.B1.S1 Provide professional develop for teachers on how to access and analyze data in order to adjust instruction and implement Gradual Release.

PD Opportunity 1

Professional Development to train all teachers to use Insight and Inform. Offer follow up sessions for those who would like or need additional training.

Facilitator

Victoria Johnson

Participants

All teachers

Target Dates or Schedule

October 2013 for initial training, and monthly follow up sessions

Evidence of Completion

Attendance sheet from training

G1.B2 Teachers are not familiar with details of ESE accommodations and ESE teachers have many duties and responsibilities in addition to classroom support for ESE students.

G1.B2.S1 Train teachers on the various ESE accommodations and how to implement those accommodations in their classroom in order support ESE students and achieve IEP compliance.

PD Opportunity 1

Professional Development to train all teachers on the various ESE accommodations and how to implement those accommodations in the classroom in order to support ESE students and achieve IEP compliance.

Facilitator

ESE Team Lead, or designee

Participants

All teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Attendance sheet

G2. Increase the percentage of students scoring at FCAT Writing level 3.5 and above by 10 percentage points - a goal of 44%.

G2.B1 Ineffective use of instructional time

G2.B1.S1 Writing Boot Camp - before and after school sessions for students who lose instructional time or score below proficiency

PD Opportunity 1

- Writing sessions for students who lose instructional time or score below proficiency

Facilitator

Literacy Coach

Participants

- 8th Grade English Language Arts Teachers, Creative Writing Teacher, and Literacy Coaches

Target Dates or Schedule

- Before and After School

Evidence of Completion

- Completion of writing assignment scoring at or above proficiency

G4. Increase science achievement level by improving reading proficiency in 8th grade science by 10 percentage points – goal of 33%.

G4.B2 Teachers' skill set in teaching reading content

G4.B2.S1 Provide monthly Professional Development on effective student reading engagement strategies in the science content area to equip teachers with the tools they'll need to implement effective reading instruction in the science content area, and monitor use in the classroom.

PD Opportunity 1

Monthly Professional Development to include Effective Rigorous Science Instruction, Data-based Reading Strategies, Gradual Release Model of Instruction, and Data-based differentiated instruction and tasks.

Facilitator

Assistant Principal and Reading Coach

Participants

Science PLC

Target Dates or Schedule

Monthly during Early Release Wednesdays

Evidence of Completion

Lesson Plans PLC Minutes Progress Monitoring Data PD Sign-in Sheets, PD Materials and Assignments

G4.B5 Student lack of interest in science texts

G4.B5.S2 Provide professional development on how to analyze data and create engaging science lessons, using high-interest science literature and technology.

PD Opportunity 1

Provide monthly professional development for science teachers to include: Effective Rigorous Instruction, Data-based Reading Engagement Strategies in the Science Content Area, Gradual Release Model of instruction, and Data-based differentiated instruction and tasks.

Facilitator

Assistant Principal Reading Coach Science District Specialist

Participants

Science Teachers

Target Dates or Schedule

Monthly during Early Release

Evidence of Completion

Lesson Plans PLC Minutes Progress Monitoring Data Professional Development Sign-in Sheets, Materials, and Assignments Excel Spread Sheets Teacher Reflections on data Observations and Feedback of Implementation

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

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

G2. Increase the percentage of students scoring at FCAT Writing level 3.5 and above by 10 percentage points - a goal of 44%.

G2.B1 Ineffective use of instructional time

G2.B1.S1 Writing Boot Camp - before and after school sessions for students who lose instructional time or score below proficiency

Action Step 1

- Writing sessions for students who lose instructional time or score below proficiency

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed