



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Grand Park Career Center

2335 W 18TH ST

Jacksonville, FL 32209

904-630-6894

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

School Demographics

School Type

High School

Title I

Yes

Free and Reduced Lunch Rate

73%

Alternative/ESE Center

Yes

Charter School

No

Minority Rate

92%

School Grades History

2013-14**2012-13****2011-12****2010-11****2009-10**

NOT GRADED

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

Grand Park Career Center

Principal

Tyrone Blue

School Advisory Council chair

Ronald Walters

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

Name	Title
Dr. Tyrone Blue	Principal
Mr. Philip Mitchell	Asst. Principal
Ms. Tyrone Clark-Murray	Test Coordinator
Ms. Loumeecha Gooch	Reading Interventionist

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and socio-economic status of the communities served by our school. (Chanelle Anderson, Chair, Loumeecha Gooch- Secretary)

Involvement of the SAC in the development of the SIP

The Rtl Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The basic structure of the SIP & Rtl process was reviewed. Data was analyzed with team members. The team used data on Tier 1, 2, and 3 targets reflecting on the academic, behavioral and social/emotional areas that needed to be addressed; developed very high expectations for staff and students for building a learning partnership; helped set clear expectations for instruction (Rigor, Relevance,

Relationships), facilitated the development of improved curriculum and teaching aligned with common core standards.

Activities of the SAC for the upcoming school year

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

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

Not In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Tyrone Blue

Principal

Years as Administrator: 17

Years at Current School: 1

Credentials

Dr. Tyrone Blue: Political Science, ESOL, Middle Grades Endorsement
Educational Leadership, School Principal Endorsement

Performance Record

Principal at Highlands Middle School (HMS) in 2012-2013:
School Grade D (448 total points); Reading Proficiency: 31%,
Math Proficiency: 32%; Science Proficiency: 22% (+5); Writing Proficiency: (36%); Rdg. Gains: 54% (LQ Rdg. gains: 69%); Math Gains: 54% (LQ Math Gains: 64%); Acceleration Pts. (Participation: 50 pts. / Performance: 37 pts.)
Principal at HMS in 2011-2012:
School Grade C (511 total points); Reading Proficiency: 35% (-9),
Math Proficiency: 39% (-2), Writing Proficiency: 74% (+1),
Science Proficiency: 17% (-7); Reading Gains 62% (+9); (LQ Reading Gains: 57% (+19); LQ Math gains: 66% (+1);
Acceleration Points 73. HMS did not show adequate learning growth in reading and math.

Philip Mitchell		
Asst Principal	Years as Administrator: 8	Years at Current School: 1
Credentials	Social Work, Educational Leadership, ESOL Endorsement	
Performance Record	<p>Assistant Principal at Highlands Middle School (HMS) in 2012-2013: School Grade D (448 total points); Reading Proficiency: 31%, Math Proficiency: 32%; Science Proficiency: 22% (+5); Writing Proficiency: (36%); Rdg. Gains: 54% (LQ Rdg. gains: 69%); Math Gains: 54% (LQ Math Gains: 64%); Acceleration Pts. (Participation: 50 pts. / Performance: 37 pts.)</p> <p>Assistant Principal at HMS in 2011-2012: School Grade C (511 total points); Reading Proficiency: 35% (-9), Math Proficiency: 39% (-2), Writing Proficiency: 74% (+1), Science Proficiency: 17% (-7); Reading Gains 62% (+9); (LQ Reading Gains: 57% (+19); LQ Math gains: 66% (+1); Acceleration Points 73. HMS did not show adequate learning growth in reading and math.</p>	

Instructional Coaches

# of instructional coaches	0	
# receiving effective rating or higher	(not entered because basis is < 10)	
Instructional Coach Information:	N/A	
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	18
# receiving effective rating or higher	14, 78%
# Highly Qualified Teachers	89%
# certified in-field	15, 83%
# ESOL endorsed	3, 17%

reading endorsed

1, 6%

with advanced degrees

4, 22%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

4, 22%

with 6-14 years of experience

5, 28%

with 15 or more years of experience

9, 50%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

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

Recruit new teachers at Teach For America - Administration
 Encourage all instructional personnel to participate in Teacher Academy offered during the summer.
 PDF will meet regularly with new teachers to provide classroom strategies and share information regarding individual professional development.
 Monthly Professional Development activities – Principal, Asst. Principal, Test Coordinator, Reading Interventionist, Behavior Interventionist
 PLC's – Dept. Chair / Leadership Team
 Monthly Curriculum Review Meetings – Test Coord., School Counselors

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

Monthly new teacher meetings with mentors and PDF
 Mentor classroom observations
 District Scheduled Teacher Induction Program workshops
 New hires will be paired based upon background knowledge of content area.

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

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The School MTSS/RTI team meets once a week to discuss the school targets and individual student needs. The team analyzes the data gathered from Benchmarks, Pearson tests data, FCAT (initial data), determines the weaknesses and strengths, then shares this information with the school instructional staff to start the tiered interventions through core instruction.

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

The team looks at the school-wide, district trends (data) to make instructional decisions on how to improve student achievement. These decisions drive many of the components of the School Improvement Plan especially in Reading where it's historically determined to be our prime deficiency

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

Leadership team conducts daily informal & scheduled, formal classroom visits to monitor the effectiveness of strategies implemented during instructional delivery.

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 team uses Benchmarks, Pearson tests, Curriculum Guide Assessments (CGA's), and teacher-made tests in the core areas to determine where are students are in terms of growth and the instructional direction we are need to ensure our students are meeting the standards.

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

Members from leadership team will attend district MTSS meetings and report back information to the school. Team members will also be responsible for training the staff on identifying areas of concern, intervention techniques, effective collaboration, and provide next steps during Early Release Professional Development. Monthly trainings will be provided during common planning time to meet individual needs of teachers in specific content areas.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Tyrone Blue	Principal
Philip Mitchell	Asst. Principal
Ms. Tyronna Clark-Murray	Test Coordinator
Ms. Loumeecha Gooch	Reading Interventionist
Mr. Charles Williams	School Counselor

How the school-based LLT functions

The LLT will meet weekly to look at data (where we are, where we need to go, and what is our plan for getting there) we will also look at target students to determine what their needs are, the interventions needed and a system to monitor the progress of interventions.) The LLT will analyze and monitor reading data, meet to discuss results and next steps for student improvement, to ensure during leadership meetings goals and objectives are aligned with the school wide reading focus, and help teachers with research based interventions that will help curtail the reading deficiencies.

Major initiatives of the LLT

The major initiatives will be to ensure reading is taught across all content areas & to supply the school with weekly reading strategies to be implemented school wide. Also, it will be the goal of the LLT to set reading goals that closely align with the state reading program as well as principal's targets. The LLT will strengthen the reading throughout core classes by closely monitoring the reading data, setting specific goals per grade level, and, drive the importance of student portfolios with reading assignments and assessments as well as posted student work to demonstrate the student progress in reading.

Every Teacher Contributes to Reading Instruction

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

Professional development and training in Reading Instruction will be top priority for all instructional staff. They will be provided with researched-based reading strategies, modeling of implementation of these strategies, and resources needed for all subject areas to apply in their classrooms. All teachers will receive a monthly Instructional Focus Calendar that highlights the monthly school-wide reading strategies as well as areas needing improvement in reading.

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

By providing relevant activities that expose students to opportunities that will enable them to succeed either in securing higher paying and satisfying employment after high school or in having a general career focus when continuing their education in college or technical school.

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

Students are provided daily opportunities to receive individual assistance from School Counselor regarding graduation, course selections, & career choices. Also, small group counseling is provided, which helps our students be productive in the classroom by incorporating interventions to curtail negative behaviors assists our students for the post secondary education and the business world.

Strategies for improving student readiness for the public postsecondary level

Providing relevant activities that expose students to college and career-readiness opportunities that will enable them to succeed in securing higher paying & satisfying employment after high school

Providing students daily opportunities to receive individual & small group assistance from School Counselor regarding graduation, credit checks, course selections, & career choices to better prepare students academically & behaviorally for post-secondary education and the business world.

Incorporating all data sources, along with the effective utilization of research-based & instructional strategies within all content areas to improve student comprehension, vocabulary acquisition, and other pertinent reading skills necessary for improving post-secondary student readiness.

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

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	9%	12%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

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	<i>[data excluded for privacy reasons]</i>		12%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			6%

Area 3: Mathematics

High School Mathematics

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	8%	12%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		1%

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>		8%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		3%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	3%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	2%

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>	22%
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	60	30%	25%
Students in ninth grade with one or more absences within the first 20 days	38	19%	15%
Students in ninth grade who fail two or more courses in any subject	20	10%	6%
Students with grade point average less than 2.0	37	19%	16%
Students who fail to progress on-time to tenth grade	20	10%	6%
Students who receive two or more behavior referrals	28	14%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	20	10%	7%

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

Our goal is to provide meaningful parent involvement activities that will provide parents the opportunity to learn & apply strategies that will improve the academic & behavioral performance of students attending Grand Park Alternative School.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent attendance in school-based activities	2	<1%	10%

Area 10: Additional Targets

Additional targets for the school

School will reduce the number code of conduct violations by 5%.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Fighting (2.05)	48	7%	3%
Minor Class II Disruptions	212	30%	15%

Goals Summary

- G1.** Middle School-Grades 6-8: Increase mathematics proficiency on the Spring 2014 FCAT 2.0 by 3% or more. Middle & High School-Grades Algebra I: Increase mathematics proficiency on Spring 2014 Algebra I EOC by 3% or more.
- G2.** Increase proficiency in comprehension, word recognition and synthesis. The projected date of accomplishment is Spring of 2014 with an increase of 9-12%
- G3.** To increase baseline test (CGA) scores by 5% or more.

Goals Detail

G1. Middle School-Grades 6-8: Increase mathematics proficiency on the Spring 2014 FCAT 2.0 by 3% or more. Middle & High School-Grades Algebra I: Increase mathematics proficiency on Spring 2014 Algebra I EOC by 3% or more.

Targets Supported

- 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

Resources Available to Support the Goal

- Principal
- Asst. Principal
- District Math Specialists
- School-Based Reading Interventionist
- District Curriculum Guides
- Use of electronic resources (e.g. Carnegie, GIZMOs, Cool Math)
- Professional development

Targeted Barriers to Achieving the Goal

- Students reading below grade level
- Multiple preps taught simultaneously
- Student apathy and motivation
- Student behavior
- Student attendance

Plan to Monitor Progress Toward the Goal

Monitor CGA's administration and data collection as well as I-Ready administration and data collection.

Person or Persons Responsible

*Test Coordinator / Curriculum Manager *AP *Reading Interventionist *Principal

Target Dates or Schedule:

On-going

Evidence of Completion:

Middle School-Grades 6-8: Students increase mathematics proficiency on the Spring 2014 FCAT 2.0 by 3% or more. Middle & High School-Grades Algebra I: Increase mathematics proficiency on Spring 2014 Algebra I EOC by 3% or more.

G2. Increase proficiency in comprehension, word recognition and synthesis. The projected date of accomplishment is Spring of 2014 with an increase of 9-12%

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

- Principal
- Asst. Principal
- Reading Interventionist
- Test Coordinator / Curriculum Manager

- District Reading & Language Arts Specialists
- District Curriculum guide
- Web-based resources
- Professional development

Targeted Barriers to Achieving the Goal

- Students reading below grade level

Plan to Monitor Progress Toward the Goal

PLC Collaboration

Person or Persons Responsible

Reading & ELA Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Student Work, CGA, DAR & IOWA test results

G3. To increase baseline test (CGA) scores by 5% 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 - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Principal
- Asst. Principal
- District Specialists
- Rdg. Interventionist
- Professional development
- Technology

Targeted Barriers to Achieving the Goal

- Data not being used effectively

Plan to Monitor Progress Toward the Goal

Professional Development

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

On-going

Evidence of Completion:

Data Chat Logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Middle School-Grades 6-8: Increase mathematics proficiency on the Spring 2014 FCAT 2.0 by 3% or more. Middle & High School-Grades Algebra I: Increase mathematics proficiency on Spring 2014 Algebra I EOC by 3% or more.

G1.B2 Students reading below grade level

G1.B2.S1 Weekly common planning with mathematics department.

Action Step 1

Attend PLC meetings

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Weekly - Each Thursday

Evidence of Completion

*Agendas *Meeting Notes *Sign-In Sheets

Facilitator:

Ms. Gooch

Participants:

Mathematics Dept. (Cornelious, Berry, Phillips, Seman)

Action Step 2

Collaborate to create Lesson Plans during PLCs, differentiating based on course or grade level.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Each Thursday

Evidence of Completion

*PLC Log *Lesson Plans

Facilitator:

Ms. Gooch

Participants:

Mathematics Dept. (Cornelious, Berry, Phillips, Seman)

Action Step 3

Deliver lessons created during common planning.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

On-going

Evidence of Completion

*Lesson Plans *Daily Board Configuration *Peer Observation Logs *Samples of student work
*Data from selected common assessment

Facilitator:

Ms. Gooch

Participants:

Mathematics Dept. (Cornelious, Berry, Phillips, Seman)

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

Participation in PLC's to identify common standards, create common lessons, & differentiate instruction

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Common Planning Logs, Feedback from instructional delivery

Plan to Monitor Effectiveness of G1.B2.S1

PLC's facilitated by Dept. Chair

Person or Persons Responsible

Asst. Principal / Principal

Target Dates or Schedule

Weekly

Evidence of Completion

PLC logs

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Increase proficiency in comprehension, word recognition and synthesis. The projected date of accomplishment is Spring of 2014 with an increase of 9-12%

G2.B1 Students reading below grade level

G2.B1.S4 Joint Reading & ELA PLC

Action Step 1

Person or Persons Responsible

Language Art Teachers Intensive Reading Teachers Reading Interventionist

Target Dates or Schedule

On-going

Evidence of Completion

Signed attendance sheet Weekly lesson plans Recorded documentation of meeting

Facilitator:

Ms. Gooch

Participants:

Reading & ELA Departments (Felder, Hardy, Ferguson, Z. Jones, & Henderson)

Plan to Monitor Fidelity of Implementation of G2.B1.S4

PLC Collaboration

Person or Persons Responsible

ELA & Rdg. Departments

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, PLC Logs

Plan to Monitor Effectiveness of G2.B1.S4

PLC Collaboration

Person or Persons Responsible

Rdg. & ELA Departments

Target Dates or Schedule

Weekly

Evidence of Completion

Common Lesson Plans, Instructional Delivery Feedback

G3. To increase baseline test (CGA) scores by 5% or more.

G3.B2 Data not being used effectively

G3.B2.S1 Professional development.

Action Step 1

Professional development

Person or Persons Responsible

District S.S. Specialists, District Science Specialists, Asst. Principal, & Rdg. Interventionist

Target Dates or Schedule

On-going

Evidence of Completion

Sign-in sheets, Data Chat Logs, Implementation of Instructional Strategies

Facilitator:

Mr. Madison, Mr. Hull, Ms. Gooch, District Specialist

Participants:

S.S. & Science Departments (Madison, Tokam, P. James, Hull, Cleveland Williams, P. Johnson)

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Professional Development

Person or Persons Responsible

S.S. & Science Departments

Target Dates or Schedule

On-going (Early Release)

Evidence of Completion

Sign-in Sheets, Implementation of instructional Strategies

Plan to Monitor Effectiveness of G3.B2.S1

Classroom Observations

Person or Persons Responsible

Leadership Team (Dr. Blue, Mr. Mitchell, Ms. Murray, Ms. Gooch)

Target Dates or Schedule

On-going

Evidence of Completion

Instructional Delivery Feedback

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

IDEA - Exceptional education teachers will be used to provide assistance to the parents of students with disabilities. Title I funds will be used to assist families in attending parent activities at the school by providing services for daycare and tokens/ bus passes for transportation, thus eliminating barriers to effective parent involvement. The district has provided a part-time social worker and mental health counselor to address attendance issues, as well as substance use & prevention. The school will coordinate several activities to build the capacity for strong parental involvement, including:

- 1) Open House – maintain positive relationships with parents and increase parental access to meaningful academic information
- 2) Parent Day - provide various strategies to assist parents at home
- 3) Literacy Night - increase parental understanding of how literacy skills impact student achievement
- 4) FCAT Parent Night – increase parent awareness of test-taking strategies and ways to effectively monitor student progress
- 5) Faculty & staff training / professional development on the value of parental involvement

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. Middle School-Grades 6-8: Increase mathematics proficiency on the Spring 2014 FCAT 2.0 by 3% or more. Middle & High School-Grades Algebra I: Increase mathematics proficiency on Spring 2014 Algebra I EOC by 3% or more.

G1.B2 Students reading below grade level

G1.B2.S1 Weekly common planning with mathematics department.

PD Opportunity 1

Attend PLC meetings

Facilitator

Ms. Gooch

Participants

Mathematics Dept. (Cornelious, Berry, Phillips, Seman)

Target Dates or Schedule

Weekly - Each Thursday

Evidence of Completion

*Agendas *Meeting Notes *Sign-In Sheets

PD Opportunity 2

Collaborate to create Lesson Plans during PLCs, differentiating based on course or grade level.

Facilitator

Ms. Gooch

Participants

Mathematics Dept. (Cornelious, Berry, Phillips, Seman)

Target Dates or Schedule

Each Thursday

Evidence of Completion

*PLC Log *Lesson Plans

PD Opportunity 3

Deliver lessons created during common planning.

Facilitator

Ms. Gooch

Participants

Mathematics Dept. (Cornelious, Berry, Phillips, Seman)

Target Dates or Schedule

On-going

Evidence of Completion

*Lesson Plans *Daily Board Configuration *Peer Observation Logs *Samples of student work
*Data from selected common assessment

G2. Increase proficiency in comprehension, word recognition and synthesis. The projected date of accomplishment is Spring of 2014 with an increase of 9-12%

G2.B1 Students reading below grade level

G2.B1.S4 Joint Reading & ELA PLC

PD Opportunity 1

Facilitator

Ms. Gooch

Participants

Reading & ELA Departments (Felder, Hardy, Ferguson, Z. Jones, & Henderson)

Target Dates or Schedule

On-going

Evidence of Completion

Signed attendance sheet Weekly lesson plans Recorded documentation of meeting

G3. To increase baseline test (CGA) scores by 5% or more.

G3.B2 Data not being used effectively

G3.B2.S1 Professional development.

PD Opportunity 1

Professional development

Facilitator

Mr. Madison, Mr. Hull, Ms. Gooch, District Specialist

Participants

S.S. & Science Departments (Madison, Tokam, P. James, Hull, Cleveland Williams, P. Johnson)

Target Dates or Schedule

On-going

Evidence of Completion

Sign-in sheets, Data Chat Logs, Implementation of Instructional Strategies

Appendix 2: Budget to Support School Improvement Goals