2013-2014 SCHOOL IMPROVEMENT PLAN

Venice Middle School

1900 CENTER RD

Venice, FL 34292

941-486-2100

www.sarasotacountyschools.net/vms

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	46%

Alternative/ESE Center	Charter School	Minority Rate
No	No	16%

School Grades History

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

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
Venice Middle School

Principal
Dr. Karin Schmidt

School Advisory Council chair
Mrs. Lambert

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

Name	Title
Ms. Paula Cimillo	Assistant Principal
Mrs. Christine Oliver	Assistant Principal

District-Level Information

District
Sarasota

Superintendent
Mrs. Lori White

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

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 citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The purpose of SAC is to enhance school site decision making, to serve in an advisory capacity to the Principal regarding school improvement. SAC assists in the preparation, implementation and evaluation of the 2013-2014 school improvement plan.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) has an important function for the success of Venice Middle School. Some of their responsibilities include but are not limited to:
~ Reach out to community to obtain more partners
~Organize FCAT/SHOWCASE Family Literacy Night

~Sponsor drives to increase parent involvement
~Work with SDMT Chair
~Analyze school climate surveys from teachers, parents, and students
~Support the initiatives helping to further the development of the Venice Middle Young Marines program
~Support TechActive Classrooms of Tomorrow

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

SAC determines how funds are distributed for the 2013-2014 school year.

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

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

Highly Qualified Staff

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

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Dr. Karin Schmidt

Principal	Years as Administrator: 9	Years at Current School: 7

Credentials	BA Early Childhood/ElementaryEducation; Master of Science inReading; Professional Certificate Educational Leadership; Doctorate in EducationalLeadership & Supervision. Principal Certification - State of Florida
Performance Record	Principal of Venice Middle School 2007 -Present 2012- 2013 Performance Reading Level 3 and Above: 66% Met High Standards in Reading. 61% of Lowest 25% Made Learning Gains Math Level 3 and Above: 62% Met High Standards in Math 63% of Lowest 25% Made Learning Gains Science Level 3 and Above: 56% Met High Standards in Science Writing Level 3 and Above: 52% Met High Standards in Writing

Paula Cimillo		
Asst Principal	Years as Administrator: 5	Years at Current School: 2

Credentials	BS Psychology & Special Education K-12; University of South Florida. MS EducationalLeadership;University of South Florida. Professional Certification Held: Emotionally Handicapped K-12; Middle School Integrated 5-9; ESOL Endorsement; Educational Leadership K-12
Performance Record	Assistant Principal at Sarasota Middle School (SMS) 2009-2012 Grade: A; Met Proficiency Levels in Reading, Math, Science, and Writing during all years as Assistant Principal at SMS. Assistant Principal Venice Middle School 2012 - Present 2012- 2013 Performance Data Reading Level 3 and Above: 66% Met High Standards in Reading. 61% of Lowest 25% Made Learning Gains Math Level 3 and Above: 62% Met High Standards in Math 63% of Lowest 25% Made Learning Gains Science Level 3 and Above: 56% Met High Standards in Science Writing Level 3 and Above: 52% Met High Standards in Writing

Asst Principal	Years as Administrator:	Years at Current School:
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
40

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
83%

 # certified in-field
39, 98%

 # ESOL endorsed
39, 98%

 # reading endorsed
4, 10%

 # with advanced degrees
26, 65%

 # National Board Certified

7, 18%

 # first-year teachers

5, 13%

 # with 1-5 years of experience

6, 15%

 # with 6-14 years of experience

17, 43%

 # with 15 or more years of experience

12, 30%

Education Paraprofessionals

# of paraprofessionals

4

 # Highly Qualified

4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The Human Resources Department provides online applications for administrative, instructional and non-instructional applicants. Venice Middle School administration works to employ a faculty with the instructional proficiency needed for the school population served by maintaining samples of hiring documents and interview questions/look fors needed to identify highly desirable candidates.

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

First year teachers are partnered with a veteran teacher as a part of our school district induction program. Teachers meet weekly either during common planning or after school to work on coaching, planning, feedback, progress monitoring, and home-school communication.

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

Venice Middle School operates on a "need-driven" decision-making process to ensure that resources reach the appropriate students to accelerate the performance of all students. The MTSS team provides teachers with instructional strategies and interventions that teachers deliver to students in varying intensities (multiple tiers) based on student need.

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

1.Karin Schmidt, Principal - Develops, leads, evaluates, and facilitates data-based decision-making, ensures that the MTSS Team implements, documents, and communicates with staff and parents regarding school-based plans and activities.
2. Paula Cimillo, Assistant Principal - Assists with the screening and early intervention programs for at-risk students; assists with progress monitoring, data collection, data analysis, and assists with professional development and intervention approaches.
3. Ray Peetz, Behavior Intervention Teacher Grades 6-8 - Works with student support services personnel and provides services and expertise on issues ranging from intervention with groups of students to individual students.
4. Amber Singer, Guidance Counselor Grades 6-8 - Educates the team regarding interventions, works with the school social worker and school psychologist to link children and families to community resources and outside agencies, supports family and home/school communication, addresses academic, social, emotional needs of all students and provides overall student support.
5. Paula Evans, ESE Liaison Grades 6-8 - Participates in data a collection ; is key in providing assistance with Tier 2 and 3 Interventions, assists and collaborates with all teachers, and works to align activities and materials based upon student and teacher needs.
6. Susan Nell, Math Teacher, Math Department Chair, Curriculum Leader - Provides information about core content, identifiesand analyzes key student data points, delivers Tier 1 interventions, collaborates with other colleagues regarding Tier 2 interventions and strategies, and integrates Tier 1 interventions with Tier 2 & 3 activities and strategies.
7. Sheree Barlow, Science Teacher, Science Department Chair - Provides information about core content, identifies and analyzes key student data points, delivers Tier 1 interventions, collaborates with other colleagues regarding Tier 2 interventions and strategies, and integrates Tier 1 interventions with Tier 2 & 3 activities and strategies.
8. Laura Jordan, Language Arts Teacher, Language Arts Department Chair - Provides information about core content, identifies and analyzes key student data points, delivers Tier 1 interventions, collaborates with other colleagues regardingTier 2 interventions and strategies, and integrates Tier 1 interventions with Tier 2 & 3 activities and strategies.
9. Lynne Remo, Social Studies Teacher, Social Studies Department Chair - Provides information about core content, identifies and analyzes key student data points, delivers Tier 1 interventions, collaborates with other colleagues regarding Tier 2 interventions and strategies, and integrates Tier 1 interventions with Tier 2 & 3 activities and strategies.

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

The MTSS Leadership Team collaborated on the components of the school improvement plan. The team discusses and reviews the tier interventions and expectations as well as various instructional practices that may impact learning within the core curriculum. Professional development opportunities are also explored.

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

Baseline Data: FCAT, FAIR, District Benchmark Assessments in Reading, Math, Science and Writing.
Mid-year: FAIR, District Benchmark Assessments in Reading, Math, Science, Writing, Algebra and Geometry
End of year: FCAT and EOC exams
Behavior: Monthly discipline reports
Attendance: Bi-weekly Attendance reports

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

The school administrative team has participated in district trainings on MTSS/RtI and Positive Behavior Support. Teacher professional development took place during pre-student week in August. 100% of the VMS staff participated in this offering. On-going training takes place at staff meetings and monthly curriculum leader meetings. Case Managers work directly with teachers and parents.

Literacy Leadership Team (LLT)

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

Name	Title
Karin Schmidt	Principal
Paula Cimillo	Assistant Principal
Christine Oliver	Assistant Principal
Kristin Mikarts	LA Teacher
Jessica Hentges	LA/Reading Teacher
Dixie Lee	Reading Teacher
Laura Jordan	LA Department Chair
Mary Alampi	LA Curriculum Leader
Sierra Lifsey	ESE LA/Reading Teacher
Jaqueline Pollard	ESE Teacher

How the school-based LLT functions

LLT meets monthly. Administrators and Curriculum Leaders facilitate the meeting. Teachers are participants and oftentimes present their projects and best practices. The LLT provides teachers with classroom resources and materials.

Major initiatives of the LLT

School-Wide literacy initiatives involving student choice books; reading across the curriculum (wide-reading), WOW Word Program (Greek and Latin roots), professional development in digital literacy.

Every Teacher Contributes to Reading Instruction

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

All teachers work on school-wide literacy components in their currciucular areas. All teachers are working to incorporate reading, writing, listening and speaking skills in their content to address Common Core standards. Venice Middle School maintains a school-wide vocabulary program (WOW Words) which highlight Greek and Latin roots for vocabualry development and increased reading comprehension. Students are provided with notebooks to maintain their WOW words and each core teacher teaches a segment of the word part, including using the words in sentences in their content area. Administration supports the WOW words by introducing the word part each week on the morning news show. Reading performance data is provided and discussed with all content area teachers.

Expected Improvements

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	78%	66%	No	80%
American Indian				
Asian				
Black/African American				
Hispanic	78%	67%	No	81%
White	78%	66%	No	80%
English language learners				
Students with disabilities	50%	28%	No	55%
Economically disadvantaged	73%	59%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	184	30%	32%
Students scoring at or above Achievement Level 4	218	36%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	407	67%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	93	61%	65%

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)	*[data excluded for privacy reasons]*		79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		63%

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	119	53%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	69%	61%	No	72%
American Indian				
Asian				
Black/African American				
Hispanic	68%	61%	No	72%
White	69%	62%	No	72%
English language learners				
Students with disabilities	38%	28%	No	45%
Economically disadvantaged	62%	53%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	190	31%	33%
Students scoring at or above Achievement Level 4	183	30%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	407	67%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	96	63%	67%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	56	100%	100%
Middle school performance on high school EOC and industry certifications	56	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		14%
Students scoring at or above Achievement Level 4	48	86%	86%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	26%	28%
Students scoring at or above Achievement Level 4	66	28%	30%

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			

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)	2		4
Participation in STEM-related experiences provided for students	30	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	328	54%	58%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	37	6%	6%
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals	81	14%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	143	24%	19%

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

By 2014, there will be a 5% increase in parent/adult involvement at school functions and activities as measured by the numerous opportunities throughout the school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
PALS Volunteer Hours	1232	91%	96%

Goals Summary

G1. By the year 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency.

G2. By 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are demonstrating annual learning gains or a minimum of 2% increase for all student groups where 70% or more are demonstrating annual learning gains.

G3. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G4. By the year 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency.

G5. By 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are demonstrating annual learning gains or a minimum of 2% increase for all student groups where 70% or more are demonstrating annual learning gains.

G6. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G7. By 2014, there will be a minimum of a 2% increase for all student subgroups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4).

G8. By the year 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency.

G9. By 2014, there will be a 4% increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a 2% increase for all student groups where 75% or more are demonstrating a 3.5 or higher on writing.

G10. By 2014, there will be a reduction of suspensions from the previous year by 5%.

G11. By 2014, there will be a 4% increase for all student subgroups when less than 70% are demonstrating proficiency and a 2% increase when 70% or more are demonstrating proficiency.

G12. By 2014,there will be a decrease in students absent 10 or more days. When 40% or more of students have 10 or more absences annually, there will be a minimum of a 4% decrease. Less than 40% of the students have 10 or more absences then a 2% point decrease

G13. By 2014, there will be a 5% increase in the number of volunteer hours by parents and adults at school functions and activities as measured by PALS volunteer hours.

Goals Detail

G1. By the year 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency.

Targets Supported

Resources Available to Support the Goal

- iEngage Lesson design, IFC, C-Palms, common planning to create lesson plans aligned to standards, common assessments, district assessments

Targeted Barriers to Achieving the Goal

- Implementing the Instructional Focus Calendar/standards with fidelity.

Plan to Monitor Progress Toward the Goal

Classroom walkthrough forms/School and District Assessments

Person or Persons Responsible

Principal and Assistant Principal, Currciulum Leaders and Department Chairs

Target Dates or Schedule:

Monthly Curriculum Leader/Department Meetings; Quarterly Assessments

Evidence of Completion:

Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progress monitoring assessments

G2. By 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are demonstrating annual learning gains or a minimum of 2% increase for all student groups where 70% or more are demonstrating annual learning gains.

Targets Supported

Resources Available to Support the Goal

- Instructional Indicators for Success, IEngage reflective lesson plan, FAIR Tool Kit, FOCUS mini-lessons, FCAT Explorer,Common School assessments, and District Benchmark Assessments

Targeted Barriers to Achieving the Goal

- Implementing differentiated instructional strategies and targeted interventions based on classroom and assessment data.

Plan to Monitor Progress Toward the Goal

Classroom walkthrough forms/School and District Assessments

Person or Persons Responsible
Principal, Assistant Principal, Curriculum Leaders and Department Chairs

Target Dates or Schedule:
Monthly Curriculum Leader/Department Meetings; Quarterly Assessments

Evidence of Completion:
Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progress monitoring assessments and class grades

G3. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

Targets Supported

Resources Available to Support the Goal
- Instructional Indicators for Success, IEngage reflective lesson plan, FAIR Tool Kit, FOCUS mini-lessons, FCAT Explorer, Common School assessments, and District Benchmark Assessments

Targeted Barriers to Achieving the Goal
- Implementing differentiated instructional strategies and targeted interventions based on classroom and assessment data.

Plan to Monitor Progress Toward the Goal

Classroom walkthrough forms; School and District Assessments

Person or Persons Responsible
Principal, Assistant Principal, Curriculum Leaders; Department Chairs

Target Dates or Schedule:
Monthly Curriculum Leader/Department meetings; Quarterly Assessments

Evidence of Completion:
Teachers on-going evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from monitoring assessments.

G4. By the year 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency.

Targets Supported

Resources Available to Support the Goal
- Instructional Indicators for Success, IEngage reflective lesson plan, FCAT Explorer, Success Maker and COMPASS Math Intervention programs, Common School assessments and District Benchmark Assessments

Targeted Barriers to Achieving the Goal
- Progress monitoring students in math curriculum and basic skills and providing targeted interventions based on classroom and assessment data.

Plan to Monitor Progress Toward the Goal

Classroom walkthrough forms/School and District Assessments

Person or Persons Responsible
Principal, Assistant Principal, Curriculum Leaders, Department Chairs

Target Dates or Schedule:
Monthly Curriculum Leader/Department Meetings; Quarterly Assessments

Evidence of Completion:
Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progress monitoring assessments

G5. By 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are demonstrating annual learning gains or a minimum of 2% increase for all student groups where 70% or more are demonstrating annual learning gains.

Targets Supported

Resources Available to Support the Goal
- Instructional Indicators for Success, IEngage reflective lesson plan, FCAT Explorer, Success Maker and COMPASS Math Intervention programs, Common School assessments and District Benchmark Assessments

Targeted Barriers to Achieving the Goal
- Progress monitoring students in math curriculum and basic skills and providing targeted interventions based on classroom and assessment data.

Plan to Monitor Progress Toward the Goal

Principal, Assistant Principal,Curriculum Leaders, Department Chairs

Person or Persons Responsible
Classroom walkthrough forms/School and District Assessments

Target Dates or Schedule:
Monthly Curriculum Leader/DepartmentMeetings; Quarterly Assessments

Evidence of Completion:
Teacher ongoing evaluation form using the Instructional Information System, curriculumleader meeting notes, Data from progress monitoring assessments

G6. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

Targets Supported

Resources Available to Support the Goal
- Instructional Indicators for Success, IEngage reflective lesson plan, FCAT Explorer, Success Maker and COMPASS Math Intervention programs, Common School assessments and District Benchmark Assessments

Targeted Barriers to Achieving the Goal
- Progress monitoring students in math curriculum and basic skills and providing targeted interventions based on classroom and assessment data.

Plan to Monitor Progress Toward the Goal

Classroom walkthrough forms/School and District Assessments

Person or Persons Responsible
Principal, Assistant Principal,Curriculum Leaders, Department Chairs

Target Dates or Schedule:
Monthly Curriculum Leader/DepartmentMeetings; Quarterly Assessments

Evidence of Completion:
Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progressmonitoring assessments

G7. By 2014, there will be a minimum of a 2% increase for all student subgroups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4).

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Instructional Indicators for success, iEngage Reflective lesson plan, Common school assessments, district Algebra mid-term assessment, Iowa Test and other advanced math placement assessments

Targeted Barriers to Achieving the Goal

- progress monitoring students in math curriculum and advanced skills and providing enrichment based strategies on classroom and assessment data

Plan to Monitor Progress Toward the Goal

1. Incorporate higher order questions in lesson plans; creating real world math problems for students to solve in a team task setting 2. Utilize classroom assessments to adjust and enrich math concepts

Person or Persons Responsible

Principal, Assistant Principal Math Department Chair and Algebra Teacher

Target Dates or Schedule:

Weekly CWT, quarterly assessmentsand data chats

Evidence of Completion:

Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades.

G8. By the year 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Instructional Indicators for Success, IEngage reflective lesson plan, FCAT Explorer, Common School assessments and District Benchmark Assessments

Targeted Barriers to Achieving the Goal

- Progress monitoring students in science curriculum and content vocabulary and providing targeted interventions based on classroom and assessment data.

Plan to Monitor Progress Toward the Goal

Classroom walkthrough forms/School and District Assessments

Person or Persons Responsible
Principal, Assistant Principal,Curriculum Leaders,Department Chairs and Teachers

Target Dates or Schedule:
Monthly Curriculum Leader/Department Meetings; Quarterly Assessments

Evidence of Completion:
Teacher ongoing evaluation form using the Instructional Information System,curriculumleader meeting notes, Data from progress monitoring assessments

G9. By 2014, there will be a 4% increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a 2% increase for all student groups where 75% or more are demonstrating a 3.5 or higher on writing.

Targets Supported
- Writing

Resources Available to Support the Goal
- Instructional Indicators for Success, iEngage reflective lesson plan, District writing prompts, FCAT 2.0 writing rubric and samples, Safari Live Writing workshop, WOW words and notebooks

Targeted Barriers to Achieving the Goal
- Monitoring writing progress using the holistic writing scoring guide

Plan to Monitor Progress Toward the Goal

Classroom walk through forms, school and district writing prompts

Person or Persons Responsible
Principal, Assistant Principal, LA Department Chair and Curriculum Leaders, Teachers

Target Dates or Schedule:
Weekly CWT and PLC, Quarterly writing prompts

Evidence of Completion:
Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Data from writing prompts

G10. By 2014, there will be a reduction of suspensions from the previous year by 5%.

Targets Supported
- EWS - Middle School

Resources Available to Support the Goal
- District discipline reports, school-wide Positive Behavior Support plan

Targeted Barriers to Achieving the Goal
- Tracking discipline and implementing behavioral strategies for replacement behaviors to ensure student success.

Plan to Monitor Progress Toward the Goal

Progress toward goal will be based on number of student referrals

Person or Persons Responsible
Principal, Assistant Principal, SWST, PBS team, Teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Discipline reports, SWST agendas

G11. By 2014, there will be a 4% increase for all student subgroups when less than 70% are demonstrating proficiency and a 2% increase when 70% or more are demonstrating proficiency.

Targets Supported

Resources Available to Support the Goal
- ELL school-wide aide, FAIR Test, District benchmark assessments, CELLA assessment.

Targeted Barriers to Achieving the Goal
- Immersing students into the English and content language, applying differentiated strategies for ELL students.

Plan to Monitor Progress Toward the Goal

Classroom walkthroughs, lesson plans, student performance

Person or Persons Responsible
Principal, Assistant Principal, Curriculum Leaders, ELL school-wide aide

Target Dates or Schedule:
Weekly CWT,PLC, quarterly assessments

Evidence of Completion:
Classroom walkthroughs, lesson plans, student performance

G12. By 2014,there will be a decrease in students absent 10 or more days. When 40% or more of students have 10 or more absences annually, there will be a minimum of a 4% decrease. Less than 40% of the students have 10 or more absences then a 2% point decrease

Targets Supported
- EWS - Middle School

Resources Available to Support the Goal
- Attendance reports, School Wide Support Team (SWST) and Truancy worker

Targeted Barriers to Achieving the Goal
- Tracking attendance and monitoring student absences from school.

Plan to Monitor Progress Toward the Goal

Monitoring daily attendance reports

Person or Persons Responsible
Principal, Assistant Principal, Attendance Secretary, SWST, and first period teacher

Target Dates or Schedule:
Daily attendance calls and Bi-weekly reports

Evidence of Completion:
Attendance reports

G13. By 2014, there will be a 5% increase in the number of volunteer hours by parents and adults at school functions and activities as measured by PALS volunteer hours.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- PALS Registration computer, Volunteer coordinator

Targeted Barriers to Achieving the Goal
- Maintaining current contact information for home-school communication and informing new families of volunteer opportunities.

Plan to Monitor Progress Toward the Goal

Weekly PAL Volunteer report

Person or Persons Responsible
Administration and Teachers

Target Dates or Schedule:
Weekly

Evidence of Completion:
Connect Ed logs, Parent climate survey, PALS volunteer report

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. By the year 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency.

G1.B1 Implementing the Instructional Focus Calendar/standards with fidelity.

G1.B1.S1 Teachers will use the iEngage Lesson design, collaborate on enrichment and intervention activities, create lesson plans aligned to standards, collaborate on common assessments, and participate in school-wide literacy initiatives.

Action Step 1

1. Lesson purposes and outcomes will be reviewed during classroom walkthroughs with targeted teacher conversations 2. Collaborative planning and discussion on common assessments (school and district)

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders and Department Chairs,Teachers

Target Dates or Schedule

Weekly CWT and PLC; Monthly Curriculum Leader and Department Meetings

Evidence of Completion

Instructional Indicators for Success and Ongoing Evaluation forms, PLC Meeting Logs

Facilitator:

School and District Staff

Participants:

Instructional Staff

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

Classroom Walk through forms, lesson plans, student performance data

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders and Department Chairs

Target Dates or Schedule

Weekly CWT; PLC

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data

Plan to Monitor Effectiveness of G1.B1.S1

Classroom Walkthrough forms, School and District Assessments

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders and Department Chairs

Target Dates or Schedule

Weekly CWT and PLC; quarterly assessments

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments

G2. By 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are demonstrating annual learning gains or a minimum of 2% increase for all student groups where 70% or more are demonstrating annual learning gains.

G2.B1 Implementing differentiated instructional strategies and targeted interventions based on classroom and assessment data.

G2.B1.S1 Determine core class needs by reviewing assessment data; plan differentiated instruction using evidence-based instruction and intervention strategies based on progress monitoring assessments. Student achievement chats will be conducted with all students following assessments.

Action Step 1

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district) 2. Student data chats regarding assessment data and quarterly grades. 3. Student progress monitoring determined by comparing student data with school targets.

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders, Department Chairs, Teachers

Target Dates or Schedule

Weekly CWT and PLC; Monthly Curriculum Leader and Department Meetings, Quarterly data chats

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

Facilitator:

School and District staff

Participants:

Instructional Staff

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

Classroom Walkthrough Forms

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders and Department Chairs

Target Dates or Schedule

Weekly CWT, PLC

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC meeting logs

Plan to Monitor Effectiveness of G2.B1.S1

Classroom walkthrough forms/School and District Assessments

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders and Department Chairs

Target Dates or Schedule

Weekly CWT and PLC; quarterly assessments

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments

G3. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G3.B1 Implementing differentiated instructional strategies and targeted interventions based on classroom and assessment data.

G3.B1.S1 Determine core class needs by reviewing assessment data; plan differentiated instruction using evidence-based instruction and intervention strategies based on progress monitoring assessments. Student achievement chats will be conducted with all students following assessments.

Action Step 1

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district) 2. Student data chats regarding assessment data and quarterly grades. 3. Student progress monitoring determined by comparing student data with school targets.

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders, Department Chairs, Teachers

Target Dates or Schedule

Weekly CWT and PLC; Monthly Curriculum Leader and Department Meetings, Quarterly data chats

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

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

Classroom Walkthrough Forms

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders and Department Chairs

Target Dates or Schedule

Weekly CWT, PLC

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC meeting

Plan to Monitor Effectiveness of G3.B1.S1

Classroom walk through forms/School and District Assessments

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders and Department Chairs

Target Dates or Schedule

Weekly CWT and PLC; quarterly assessments

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments

G4. By the year 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency.

G4.B1 Progress monitoring students in math curriculum and basic skills and providing targeted interventions based on classroom and assessment data.

G4.B1.S1 Determine core class needs by reviewing assessment data; plan differentiated instruction using evidence-based instruction and intervention strategies based on progress monitoring assessments. Student achievement chats will be conducted with all students following assessments.

Action Step 1

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district) 2. Student data chats regarding assessment data and quarterly grades. 3. Student progress monitoring determined by comparing student data with school targets.

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders, Department Chairs, Teachers

Target Dates or Schedule

Weekly CWT and PLC; Monthly Curriculum Leader and Department Meetings, Quarterly data chats

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

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

Classroom Walk through forms, lesson plans, student performance data

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders, Department Chairs

Target Dates or Schedule

Weekly CWT, PLC

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data

Plan to Monitor Effectiveness of G4.B1.S1

Classroom Walkthrough forms, School and District Assessments

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders, Department Chairs

Target Dates or Schedule

Weekly CWT and PLC; quarterly assessments

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments

G5. By 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are demonstrating annual learning gains or a minimum of 2% increase for all student groups where 70% or more are demonstrating annual learning gains.

G5.B1 Progress monitoring students in math curriculum and basic skills and providing targeted interventions based on classroom and assessment data.

G5.B1.S1 Utilize assessments to monitor students in the math core curriculum needing intervention and enrichment via Success Maker and COMPASS Learning programs.

Action Step 1

1. Incorporate Higher order questions in lesson plans; creating real-world math problems for students to solve 2. Utilize grade level common assessments and skills checks to remediate and reinforce concepts taught

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders, Department Chairs, Teachers

Target Dates or Schedule

Weekly CWT and PLC; Monthly Curriculum Leader and Department Meetings, Quarterly data chats

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

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

Classroom Walk through forms, lesson plans, student performance data

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders, Department Chairs

Target Dates or Schedule

Weekly CWT, PLC

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data

Plan to Monitor Effectiveness of G5.B1.S1

Classroom Walkthrough forms, School and District Assessments

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders, Department Chair

Target Dates or Schedule

Weekly CWT and PLC; quarterly assessments

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments

G6. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G6.B1 Progress monitoring students in math curriculum and basic skills and providing targeted interventions based on classroom and assessment data.

G6.B1.S1 Utilize assessments to monitor students in the math core curriculum needing intervention and enrichment via Success Maker and COMPASS Learning programs.

Action Step 1

1. Incorporate Higher order questions in lesson plans; creating real-world math problems for students to solve 2. Utilize grade level common assessments and skills checks to remediate and reinforce concepts taught

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders, Department Chairs, Teachers

Target Dates or Schedule

Weekly CWT and PLC; Monthly Curriculum Leader and Department Meetings, Quarterly data chats

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

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

Classroom Walk through forms, lesson plans, student performance data

Person or Persons Responsible

Principal, Assistant Principal,Curriculum Leaders, Department Chairs

Target Dates or Schedule

Weekly CWT, PLC

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data

Plan to Monitor Effectiveness of G6.B1.S1

Classroom Walkthrough forms, School and District Assessments

Person or Persons Responsible

Principal, Assistant Principal,Curriculum Leaders, Department Chairs

Target Dates or Schedule

Weekly CWT and PLC; quarterly assessments

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments

G7. By 2014, there will be a minimum of a 2% increase for all student subgroups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4).

G7.B1 progress monitoring students in math curriculum and advanced skills and providing enrichment based strategies on classroom and assessment data

G7.B1.S1 Utilize assessments to monitor students in Algebra curriculum and enrich via real world application for college and career readiness

Action Step 1

1. Incorporate higher order questions in lesson plans; creating real world math problems for students to solve in a team task setting 2. Utilize classroom assessments to adjust and enrich math concepts

Person or Persons Responsible

Principal, Assistant Principal Math Department Chair and Algebra Teacher

Target Dates or Schedule

Weekly CWT, quarterly assessments and data chats

Evidence of Completion

Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades.

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

1. Incorporate higher order questions in lesson plans; creating real world math problems for students to solve in a team task setting 2. Utilize classroom assessments to adjust and enrich math concepts

Person or Persons Responsible

Principal, Assistant Principal Math Department Chair and Algebra Teacher

Target Dates or Schedule

Weekly CWT, quarterly assessments and data chats

Evidence of Completion

Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades.

Plan to Monitor Effectiveness of G7.B1.S1

1. Incorporate higher order questions in lesson plans; creating real world math problems for students to solve in a team task setting 2. Utilize classroom assessments to adjust and enrich math concepts

Person or Persons Responsible

Principal, Assistant Principal Math Department Chair and Algebra Teacher

Target Dates or Schedule

Weekly CWT, quarterly assessments and data chats

Evidence of Completion

Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades.

G8. By the year 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency.

G8.B1 Progress monitoring students in science curriculum and content vocabulary and providing targeted interventions based on classroom and assessment data.

G8.B1.S1 Determine Science class needs by reviewing assessment data; plan inquiry based instruction using the iEngage lesson design. Increased use of content vocabulary and scientific language.

Action Step 1

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district) 2. Student data chats regarding assessment data, quarterly grades, science content area vocabulary 3. Student progress monitoring determined by comparing student data with school targets.

Person or Persons Responsible

Principal, Assistant Principal,Curriculum Leaders,Department Chairs and Teachers

Target Dates or Schedule

Weekly CWT and PLC; Monthly Curriculum Leader and DepartmentMeetings, Quarterly data chats

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

Facilitator:

School and District Staff

Participants:

Instructional staff (Science)

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Classroom Walk through forms, lesson plans, student performance data

Person or Persons Responsible

Principal, Assistant Principal,Curriculum Leaders,Department Chairs and Teachers

Target Dates or Schedule

Weekly CWT, PLC

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLCMeeting logs, Assessment data

Plan to Monitor Effectiveness of G8.B1.S1

Classroom Walkthrough forms, School and District Assessments

Person or Persons Responsible

Principal, Assistant Principal,Curriculum Leaders,Department Chairs and Teachers

Target Dates or Schedule

Weekly CWT and PLC; quarterly assessments

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments

G9. By 2014, there will be a 4% increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a 2% increase for all student groups where 75% or more are demonstrating a 3.5 or higher on writing.

G9.B1 Monitoring writing progress using the holistic writing scoring guide

G9.B1.S1 Using the writing process daily in all content areas, monitoring writing growth and implementing writing coaching sessions with students after each district formative assessment.

Action Step 1

1. Incorporate writing lessons within content areas 2. Utilize grade level writing prompts and monitoring the writing process and how students organize their plan their writing.

Person or Persons Responsible

Principal, Assistant Principal, LA Department Chair and Curriculum Leaders, Teachers

Target Dates or Schedule

Weekly CWT, PLC; Monthly Department meetings and quarterly writing assessments

Evidence of Completion

Writing progress between baseline writing data and mid-year check writing prompts.

Facilitator:

School and District Staff

Participants:

Instructional Staff (content area teachers)

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Classroom walk through forms, lesson plans, student performance data

Person or Persons Responsible

Principal, Assistant Principal, LA Department Chair and Curriculum Leaders, Teachers

Target Dates or Schedule

Weekly CWT, PLC, quarterly writing prompts

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data

Plan to Monitor Effectiveness of G9.B1.S1

Classroom walk through forms, lesson plans, student performance data

Person or Persons Responsible

Principal, Assistant Principal, LA Department Chair and Curriculum Leaders, Teachers

Target Dates or Schedule

Weekly CWT and PLC, Quarterly writing prompts

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Data from writing prompts

G10. By 2014, there will be a reduction of suspensions from the previous year by 5%.

G10.B1 Tracking discipline and implementing behavioral strategies for replacement behaviors to ensure student success.

G10.B1.S1 Discipline data collection with focus on targeted strategies and interventions to ensure student success.

Action Step 1

1. Chart and track discipline data 2. PLC and School Wide Support teams (SWST) will identify priority social and behavioral strategies.

Person or Persons Responsible

Principal, Assistant Principal, SWST, PBS team, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Discipline reports, SWST agendas

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Strategies will be monitored during monthly Postive Behavior Support meetings

Person or Persons Responsible

Principal, Assistant Principal, SWST, PBS team, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Discipline reports, SWST agendas

Plan to Monitor Effectiveness of G10.B1.S1

Student Intervention Report (SIR) forms, referrals, CWT

Person or Persons Responsible

Principal, Assistant Principal, SWST, PBS team, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Discipline reports, SWST agendas

G11. By 2014, there will be a 4% increase for all student subgroups when less than 70% are demonstrating proficiency and a 2% increase when 70% or more are demonstrating proficiency.

G11.B1 Immersing students into the English and content language, applying differentiated strategies for ELL students.

G11.B1.S1 Determine needs of students by reviewing assessment data, differentiating instruction, implementing high impact instructional strategies and providing ELL accommodations

Action Step 1

1.Incorporate Reading and writing strategies into all core areas 2. Track ELL accommodations 3. Monitor progress towards school target on class and district assessments

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders, ELL school-wide aide

Target Dates or Schedule

Weekly CWT,PLC, quarterly assessments

Evidence of Completion

Classroom walk through lesson plans, student performance data

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Classroom walkthroughs, lesson plans, student performance

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders, ELL school-wide aide

Target Dates or Schedule

Weekly CWT,PLC, quarterly assessments

Evidence of Completion

Classroom walk through, lesson plans, student performance data

Plan to Monitor Effectiveness of G11.B1.S1

Classroom walkthroughs, lesson plans, student performance

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Leaders, ELL school-wide aide

Target Dates or Schedule

Weekly CWT,PLC, quarterly assessments

Evidence of Completion

Classroom walkthroughs, lesson plans, student performance

G12. By 2014,there will be a decrease in students absent 10 or more days. When 40% or more of students have 10 or more absences annually, there will be a minimum of a 4% decrease. Less than 40% of the students have 10 or more absences then a 2% point decrease

G12.B1 Tracking attendance and monitoring student absences from school.

G12.B1.S1 1. Daily notification via Connect Ed messages to families when students are absent. 2. Personal call to families by attendance secretary and first period teacher when a student misses more than 3 days. 3. Attendance counseling groups for students with excessive absences.

Action Step 1

1. Daily notification via Connect Ed messages to families when students are absent. 2. Personal call to families by attendance secretary and first period teacher when a student misses more than 3 days. 3. Attendance counseling groups for students with excessive absences.

Person or Persons Responsible

Principal, Assistant Principal, Attendance Secretary, SWST, and first period teacher

Target Dates or Schedule

Daily attendance calls and Bi-weekly reports

Evidence of Completion

Attendance reports

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Monitoring daily attendance reports

Person or Persons Responsible

Principal, Assistant Principal, Attendance Secretary, SWST, and first period teacher

Target Dates or Schedule

Daily attendance calls and Bi-weekly reports

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of G12.B1.S1

Monitoring daily attendance reports

Person or Persons Responsible

Principal, Assistant Principal, Attendance Secretary, SWST, and first period teacher

Target Dates or Schedule

Daily attendance calls and Bi-weekly reports

Evidence of Completion

Attendance reports

G13. By 2014, there will be a 5% increase in the number of volunteer hours by parents and adults at school functions and activities as measured by PALS volunteer hours.

G13.B1 Maintaining current contact information for home-school communication and informing new families of volunteer opportunities.

G13.B1.S1 Increase home-school communication about events and volunteer opportunities throughout the school year in multiple ways.

Action Step 1

1. Connect Ed calls to families inviting and reminding them of activities and programs. 2. Maintaining a current website with activities and opportunities. 3. Flyers and email notifications regarding events.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Connect Ed logs, Parent climate survey, PALS volunteer report

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Weekly PAL Volunteer report

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Connect Ed logs, Parent climate survey, PALS volunteer report

Plan to Monitor Effectiveness of G13.B1.S1

Weekly PAL Volunteer report

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Connect Ed logs, Parent climate survey, PALS volunteer report

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. By the year 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency.

G1.B1 Implementing the Instructional Focus Calendar/standards with fidelity.

G1.B1.S1 Teachers will use the iEngage Lesson design, collaborate on enrichment and intervention activities, create lesson plans aligned to standards, collaborate on common assessments, and participate in school-wide literacy initiatives.

PD Opportunity 1

1. Lesson purposes and outcomes will be reviewed during classroom walkthroughs with targeted teacher conversations 2. Collaborative planning and discussion on common assessments (school and district)

Facilitator

School and District Staff

Participants

Instructional Staff

Target Dates or Schedule

Weekly CWT and PLC; Monthly Curriculum Leader and Department Meetings

Evidence of Completion

Instructional Indicators for Success and Ongoing Evaluation forms, PLC Meeting Logs

G2. By 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are demonstrating annual learning gains or a minimum of 2% increase for all student groups where 70% or more are demonstrating annual learning gains.

G2.B1 Implementing differentiated instructional strategies and targeted interventions based on classroom and assessment data.

G2.B1.S1 Determine core class needs by reviewing assessment data; plan differentiated instruction using evidence-based instruction and intervention strategies based on progress monitoring assessments. Student achievement chats will be conducted with all students following assessments.

PD Opportunity 1

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district) 2. Student data chats regarding assessment data and quarterly grades. 3. Student progress monitoring determined by comparing student data with school targets.

Facilitator

School and District staff

Participants

Instructional Staff

Target Dates or Schedule

Weekly CWT and PLC; Monthly Curriculum Leader and Department Meetings, Quarterly data chats

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

G8. By the year 2014, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency.

G8.B1 Progress monitoring students in science curriculum and content vocabulary and providing targeted interventions based on classroom and assessment data.

G8.B1.S1 Determine Science class needs by reviewing assessment data; plan inquiry based instruction using the iEngage lesson design. Increased use of content vocabulary and scientific language.

PD Opportunity 1

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district) 2. Student data chats regarding assessment data, quarterly grades, science content area vocabulary 3. Student progress monitoring determined by comparing student data with school targets.

Facilitator

School and District Staff

Participants

Instructional staff (Science)

Target Dates or Schedule

Weekly CWT and PLC; Monthly Curriculum Leader and DepartmentMeetings, Quarterly data chats

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

G9. By 2014, there will be a 4% increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a 2% increase for all student groups where 75% or more are demonstrating a 3.5 or higher on writing.

G9.B1 Monitoring writing progress using the holistic writing scoring guide

G9.B1.S1 Using the writing process daily in all content areas, monitoring writing growth and implementing writing coaching sessions with students after each district formative assessment.

PD Opportunity 1

1. Incorporate writing lessons within content areas 2. Utilize grade level writing prompts and monitoring the writing process and how students organize their plan their writing.

Facilitator

School and District Staff

Participants

Instructional Staff (content area teachers)

Target Dates or Schedule

Weekly CWT, PLC; Monthly Department meetings and quarterly writing assessments

Evidence of Completion

Writing progress between baseline writing data and mid-year check writing prompts.

Appendix 2: Budget to Support School Improvement Goals