



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Athenian Academy Of Pasco County

3118 SEVEN SPRINGS BLVD

New Port Richey, FL 34655

727-372-0200

www.pasco.k12.fl.us

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
62%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
31%

School Grades History

2013-14
C

2012-13
D

2011-12
C

2010-11
B

2009-10
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

Athenian Academy Of Pasco County

Principal

Fern Aefsky, Ed.D.

School Advisory Council chair

Jim Matheau

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

Name	Title
Dr. Fern Aefsky	Principal
Alice Taylor	Assistant Principal
Sacha Demby	Teacher
Gina Julia	Teacher
Danielle Nichols	Teacher

District-Level Information

District

Pasco

Superintendent

Mr. Kurt S Browning

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

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

Membership of the SAC

Athenian Academy school board will serve as the SAC committee.

Involvement of the SAC in the development of the SIP

Information from FCAT data was shared. New programs, staff and technology was added to increase student achievement and data and plan was presented to the school board.

Activities of the SAC for the upcoming school year

Updates will be presented on progress as part of each school board meeting.

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

Purchase of computers for computer lab
 Purchase and implementation of SuccessMaker
 Purchase of supplemental materials for Common Core Math, ELA, Science and writing.

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:

Fern Aefsky, Ed.D.

Principal

Years as Administrator: 25

Years at Current School: 2

Credentials

Ed.D Educational Leadership
 Certification Educational Leader; ESE teacher

Performance Record

Effective

Alice Taylor

Asst Principal

Years as Administrator: 5

Years at Current School: 1

Credentials

Educational Leadership; principal;ESE;

Performance Record

effective

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based Areas	Years as Coach:	Years at Current School:
	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	26
# receiving effective rating or higher	26, 100%
# Highly Qualified Teachers	100%
# certified in-field	26, 100%
# ESOL endorsed	15, 58%
# reading endorsed	5, 19%
# with advanced degrees	8, 31%
# National Board Certified	0, 0%
# first-year teachers	2, 8%
# with 1-5 years of experience	15, 58%
# with 6-14 years of experience	7, 27%
# with 15 or more years of experience	4, 15%

Education Paraprofessionals

# of paraprofessionals	0
# Highly Qualified	0

Other Instructional Personnel

# of instructional personnel not captured in the sections above	0
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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 principal is responsible for recruitment, hiring and retention of highly qualified certified teachers to the school. Advertisement of Teacher to Teacher.com has assisted in our success in hiring qualified teachers from a large pool of screened applicants. Teacher volunteers serve on an interview committee with administrators and formal interviews are conducted with chosen 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

New teachers are part of grade level instructional teams and experienced teachers work collaboratively with team members in planning and executing lessons commensurate with state standards and curriculum benchmarks and assessment of student learning.

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

Steps below outline the school's data-based problem solving process for the implementation and monitoring of MTSS.

Tier 1 of MTSS consists of high quality educational instruction. It is the instruction that takes place in the general classroom. Through the curriculum, standardized testing and classroom assessments, teachers compare the achievement of students in relation to the others. Classroom progress is continuously monitored and through this process students who are not meeting the standards are identified. When a student is identified as needing additional supports they move into Tier II and on-going research-based supports are provided to the student as needs are identified.

Students who are working below grade level will be identified, then documented for 2-3 weeks using the core intervention form.

Data will then be compared to the student's peers and benchmarks. Data will then be brought to the scheduled TBIT meeting.

Tier II supplemental forms will be completed (goals must be measurable using research-based interventions and assessment tools). Tier II interventions will continue for 6-8 weeks. Results are graphed, comparing student with peers and benchmark.

If no progress is shown, a AAOP SBIT meeting is scheduled

Individual Student Problem Solving and Intensive Intervention forms will be completed. The forms will determine replacement behavior, a hypothesis as to why the problem is occurring, and a prediction statement determining what will be learned and what can be changed in the way the student is instructed, the curriculum and/or the environment the student is learning in.

Intervention data will then be kept for another 4-6 weeks. The Intensive Intervention goals need to be

measurable and interventions and assessments tools must be research-based.

If student progress is not made then a SBIT meeting will be scheduled at a TBIT meeting. TBIT meetings will have a set date and time, an agenda and two specific goals for core and supplemental level of support. Goals must have correlating research-based interventions and assessments and be measured 1-2 times per week.

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

Below are the different functions and responsibilities of each school based leadership team member as related to the school's MTSS and SIP.

The ESE teacher and basic ed teachers are responsible for holding a Tier 3 parent notification meeting. The ESE teacher is responsible for intensive interventions and collecting data that corresponds with those interventions.

The basic ed teachers are responsible for collecting data for core and supplemental levels of support. The AP is responsible for reviewing the teachers and ESE teachers documentation of data and ensure that the data is research based and measurable.

The AP is responsible for observing in the classroom to ensure that the support given is done with fidelity.

The AP, Guidance counselor, ESE teacher and basic ed teachers are involved in TBIT and SBIT meetings.

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

Systems used to monitor the fidelity of the school's MTSS and SIP include:

The AP and ESE teacher regularly review teacher documentation of data to ensure data is research based and measurable.

The AP and ESE teacher conduct weekly classroom observations to observe that specific goals are being worked on with consistency and effectiveness.

Routine TBIT meetings are held to collect and review data.

Intervention Documentation Worksheets will be used to record intervention sessions.

Progress Monitoring Tools are measurable, reportable, or observable.

Graphed data will be reviewed regularly and responses will be evaluated as Positive, Questionable, or Poor.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data and management sources used to access and analyze data include:

Data sources for core supports are classroom assessments; running records, and statewide assessments.

Data sources for supplemental supports are keeping records that support the Problem Solving Form and includes data tracking for the specific goals, how often support will be given, what accommodations/modifications are provided and where it will occur.

Intensive support data will include CBM, Triumphs, and Stevenson assessments. Also, running records, Quick Phonics Screeners and fluency tests will be used.

Behavior tracking will use a variety of behavior forms, based on the goal of the behavior, such as ABC forms, frequency forms, behavior chart, etc.

Data will be graphed and brought to the students regular MTSS meetings. Data will be analyzed and will be evaluated as Positive, Questionable, or Poor.

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

Plans for supporting the understanding of MTSS for staff and parents include:

Beginning of the year training of the MTSS process for staff. Staff will also receive a folder with the required documentation. Weekly staff meetings will be held with the opportunity to ask questions regarding the MTSS process and procedures.

Parents will be notified once their child is brought up for supplemental level of support and a conference will be held with the basic education teacher. The teachers will give an overview of the MTSS process and the goals that they are working towards with the individual student.

Parents will be notified and a conference will be requested with the basic ed teacher and ESE teacher when the child is brought up for intensive level of support. The ESE teacher will explain the MTSS process more extensively and provide materials for the parent to take home. A consent form will be signed by the parent that allows intensive levels of support to be provided.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year: 11,000

Our school day for all students is an hour longer than other schools in the district. This enables us to schedule additional instruction in core academic subjects for students who need additional instructional intervention. This also enables us to provide enrichment activities for our honor students.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data is collected weekly by each teacher for students to determine progress towards instructional goals in math, and ELA. Teachers collect student work and tests in all subject areas via technology (clickers, SuccessMaker)

Who is responsible for monitoring implementation of this strategy?

Administration with team leaders and teaching staff

Strategy: Before or After School Program

Minutes added to school year: 3,000

The computer lab will be open for students to work on Successmaker for a 25 minute block before/after school targeting the lowest 25% identified students and students on the cusp of proficiency. There is no cost for this program. Once these students are assigned, up to 25 students each day can be accommodated in the lab so other students may participate.

Strategy Purpose(s)

- Instruction in core academic subjects

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

SuccessMaker data reports;teacher assessment; Discovery education assessment results

Who is responsible for monitoring implementation of this strategy?

teachers; administrators

Literacy Leadership Team (LLT)

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

Name	Title
William Avtgis	Teacher ELA middle school
Kara Bonney	Teacher ELA middle school
Fern Aefsky	Principal
Ashley Neyer	Teacher 3rd grade
Barbara Cinelli	Teacher 1st grade
Melissa Mangino	ESE teacher

How the school-based LLT functions

There will be a monthly meetings of this team coordinated with team leader and grade level group meetings. This team will serve the function of ensuring turn-key training for ELA Common Core; coordination of collaborative activities for the school to increase literacy awareness and skill development.

Major initiatives of the LLT

Identification of Common Core Standard benchmarks, alignment of these benchmarks by grade and subject; identification of gaps between curriculum, standards (Next Generation Sunshine Standards and Common Core Standards) so that instruction in each grade presents current (FCAT) and Common Core benchmarks to increase student achievement.

Every Teacher Contributes to Reading Instruction

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

Lesson plans are reviewed by administrators weekly to ensure consistency with benchmarks and standards, using the Treasures Series in K-5, McDougal -Little literature for grades 6-8 and the Stephenson Reading program. Faculty training using shared vocabulary across content areas, accessed through C-palms (listed state standards and curriculum benchmarks), curriculum and supplemental (Triumph Common Core; Stephenson Reading Program, literature books) instructional materials. SuccessMaker has been implemented and will assess and guide reading instruction for all students on an individualized basis. Students requiring intensive reading will use this system daily; all other students will use this system a minimum of 60 minutes per week. Our kindergarten teachers will be administering the Discovery Education Assessments (not FAIR) so that there is continuity of data reporting and analysis.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	54%	No	71%
American Indian				
Asian				
Black/African American	54%	25%	No	58%
Hispanic	59%	42%	No	63%
White	68%	56%	No	72%
English language learners	42%		No	48%
Students with disabilities	43%	30%	No	49%
Economically disadvantaged	63%	49%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	31%	55%
Students scoring at or above Achievement Level 4	32	23%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	77	59%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	23	63%	70%

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)		<i>[data excluded for privacy reasons]</i>	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	29	51%	65%
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	53%	44%	No	57%
American Indian				
Asian				
Black/African American	27%	12%	No	33%
Hispanic	43%	42%	No	48%
White	53%	33%	No	58%
English language learners	42%	0%	No	48%
Students with disabilities	39%	28%	No	45%
Economically disadvantaged	48%	30%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	26%	60%
Students scoring at or above Achievement Level 4	20	9%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	65	44%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	17	53%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	[data excluded for privacy reasons]		7%
Middle school performance on high school EOC and industry certifications	[data excluded for privacy reasons]		60%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		80%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		65%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		100%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		60%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		50%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	42%	65%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		40%

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)	4		4
Participation in STEM-related experiences provided for students	100	85%	90%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	24	100%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> 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 7: Social Studies

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

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	20	9%	4%
Students retained, pursuant to s. 1008.25, F.S.	2	0%	0%
Students who are not proficient in reading by third grade	18	47%	28%
Students who receive two or more behavior referrals	8	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	30	28%	14%
Students who fail a mathematics course	3	3%	1%
Students who fail an English Language Arts course	5	5%	2%
Students who fail two or more courses in any subject	4	4%	2%
Students who receive two or more behavior referrals	14	13%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	14	13%	6%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parental involvement targets include increased parent participation in PTO, as well an increase in parent volunteer hours. Strategies include providing programs for parents as part of each PTO meeting; asking parents to coach or co-coach odyssey of the mind teams (first year we are participating in this) as well as parental volunteers for sport teams and clubs; regularly planned parent conferences, parent workshops

on curriculum and assessment and increased communication through newsletters, emails, social media and SchoolConnects system.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
PTO membership	58	15%	40%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Professional Learning Communities that collaboratively plan for and implement lessons that promote critical, independent and creative thinking through the use of cognitively complex and authentic tasks aligned to standards.
- G2.** Design and deliver professional development training resources for improved assessment of student achievement
- G3.** Planning Collaboratively during PLCs by unpacking the writing CCSS and coordinate how to integrate benchmarks across content areas
- G4.**

Goals Detail

G1. Professional Learning Communities that collaboratively plan for and implement lessons that promote critical, independent and creative thinking through the use of cognitively complex and authentic tasks aligned to standards.

Targets Supported

- Reading (AMO's, FCAT2.0, 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 Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

- Proactive notice for participation in offered training opportunities for teachers and time scheduled for PLC in the school setting

Targeted Barriers to Achieving the Goal

- Teachers are not consistently incorporating standards-based tasks that require the appropriate rigor.

Plan to Monitor Progress Toward the Goal

Teacher observations by administrators, including walk-throughs, formal and informal observations, and lesson plan review

Person or Persons Responsible

PLC facilitators, team leaders and administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Teachers will submit lesson plans monthly

G2. Design and deliver professional development training resources for improved assessment of student achievement

Targets Supported

Resources Available to Support the Goal

- Time for ongoing analysis and discussion of data
- Data analysis for improved instructional practice

Targeted Barriers to Achieving the Goal

- Teachers are not receiving enough professional development in the area of quality instruction

Plan to Monitor Progress Toward the Goal

Teacher observations

Person or Persons Responsible

Administration

Target Dates or Schedule:

on-going

Evidence of Completion:

Results of teacher evaluations

G3. Planning Collaboratively during PLCs by unpacking the writing CCSS and coordinate how to integrate benchmarks across content areas

Targets Supported

- All Areas
- Reading (FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Teachers are not knowledgeable about the writing CCSS

Plan to Monitor Progress Toward the Goal

Continuous monitoring of student progress

Person or Persons Responsible

Teachers

Target Dates or Schedule:

on-going

Evidence of Completion:

Student rubrics

G4.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Professional Learning Communities that collaboratively plan for and implement lessons that promote critical, independent and creative thinking through the use of cognitively complex and authentic tasks aligned to standards.

G1.B1 Teachers are not consistently incorporating standards-based tasks that require the appropriate rigor.

G1.B1.S1 Through PLC Facilitators and Administration will support teachers through job embedded training. The focus will be on aligning standards, curriculum and assessments.

Action Step 1

Professional training workshop and webinar participation

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Quarterly reports

Facilitator:

Principal

Participants:

Teachers; team leaders

Action Step 2

Grade level teams will meet in order to plan for and respond to learning through collaboration

Person or Persons Responsible

PLC Facilitator and administration will deliver professional development to all teachers and support staff.

Target Dates or Schedule

Initial information provided to staff during pre-planning week. Weekly Grade level PLCs Monthly Leadership team meetings Monthly vertical planning meetings

Evidence of Completion

Documented meetings

Facilitator:

Administration

Participants:

PLC facilitator, teachers and support staff

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

Grade level teams are collaboratively planning weekly with support (Administration, PLC Facilitator, on-going)

Person or Persons Responsible

Administration, PLC Facilitator

Target Dates or Schedule

On-going

Evidence of Completion

quarterly reports

Plan to Monitor Effectiveness of G1.B1.S1

Grade level teams are collaboratively planning and teachers are receiving training that are job embedded

Person or Persons Responsible

Administrator, PLC facilitator

Target Dates or Schedule

Provided as needed

Evidence of Completion

Teacher Evaluation, PLC meeting agenda and minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Design and deliver professional development training resources for improved assessment of student achievement

G2.B1 Teachers are not receiving enough professional development in the area of quality instruction

G2.B1.S1 Teachers will receive professional development in quality instruction by attending district training as well in-school PD during staff meetings and on planning days

Action Step 1

Design and deliver PD in quality instruction

Person or Persons Responsible

PLC Facilitators, team leaders and administration will provide PD for teachers and support staff

Target Dates or Schedule

During staff meetings, PLC meetings and on planning days

Evidence of Completion

Attendance logs

Facilitator:

Administration

Participants:

PLC Facilitators, team leaders, teachers and support staff

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

PD unpacking CCSS and instructional practices

Person or Persons Responsible

Administration, PLC facilitators, Leadership team

Target Dates or Schedule

During grade level PLCs During school-wide PLCs

Evidence of Completion

Attendance logs

Plan to Monitor Effectiveness of G2.B1.S1

Leadership team will reflect on practices and implementation and review data from Success Maker

Person or Persons Responsible

Administration and team leaders

Target Dates or Schedule

on-going

Evidence of Completion

Meeting agenda and minutes, data from Success Maker

G3. Planning Collaboratively during PLCs by unpacking the writing CCSS and coordinate how to integrate benchmarks across content areas

G3.B1 Teachers are not knowledgeable about the writing CCSS

G3.B1.S1 Collaboratively plan during the PLCs unpacking the writing CCSS and how to integrate across content areas.

Action Step 1

Unpacking the writing CCSS and integrating across content areas

Person or Persons Responsible

PLC facilitators and Administrators will provide PD to all teachers

Target Dates or Schedule

On-going during grade level PLCs

Evidence of Completion

Student writing samples and rubrics

Facilitator:

Administration

Participants:

teachers

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

Collect data and analyze the trends of when students are engaged in writing opportunities to explain their thinking.

Person or Persons Responsible

PLC facilitators and administration

Target Dates or Schedule

On-going during grade level PLC

Evidence of Completion

Lesson plan reviews of all subject areas

Plan to Monitor Effectiveness of G3.B1.S1

Analyze student responses and the opportunities to engage in writing across content areas

Person or Persons Responsible

PLC facilitators and administration

Target Dates or Schedule

On-going

Evidence of Completion

Student writing rubrics

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

SAI funds are allocated for extended school day

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. Professional Learning Communities that collaboratively plan for and implement lessons that promote critical, independent and creative thinking through the use of cognitively complex and authentic tasks aligned to standards.

G1.B1 Teachers are not consistently incorporating standards-based tasks that require the appropriate rigor.

G1.B1.S1 Through PLC Facilitators and Administration will support teachers through job embedded training. The focus will be on aligning standards, curriculum and assessments.

PD Opportunity 1

Professional training workshop and webinar participation

Facilitator

Principal

Participants

Teachers; team leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Quarterly reports

PD Opportunity 2

Grade level teams will meet in order to plan for and respond to learning through collaboration

Facilitator

Administration

Participants

PLC facilitator, teachers and support staff

Target Dates or Schedule

Initial information provided to staff during pre-planning week. Weekly Grade level PLCs Monthly Leadership team meetings Monthly vertical planning meetings

Evidence of Completion

Documented meetings

G2. Design and deliver professional development training resources for improved assessment of student achievement

G2.B1 Teachers are not receiving enough professional development in the area of quality instruction

G2.B1.S1 Teachers will receive professional development in quality instruction by attending district training as well in-school PD during staff meetings and on planning days

PD Opportunity 1

Design and deliver PD in quality instruction

Facilitator

Administration

Participants

PLC Facilitators, team leaders, teachers and support staff

Target Dates or Schedule

During staff meetings, PLC meetings and on planning days

Evidence of Completion

Attendance logs

G3. Planning Collaboratively during PLCs by unpacking the writing CCSS and coordinate how to integrate benchmarks across content areas

G3.B1 Teachers are not knowledgeable about the writing CCSS

G3.B1.S1 Collaboratively plan during the PLCs unpacking the writing CCSS and how to integrate across content areas.

PD Opportunity 1

Unpacking the writing CCSS and integrating across content areas

Facilitator

Administration

Participants

teachers

Target Dates or Schedule

On-going during grade level PLCs

Evidence of Completion

Student writing samples and rubrics

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Professional Learning Communities that collaboratively plan for and implement lessons that promote critical, independent and creative thinking through the use of cognitively complex and authentic tasks aligned to standards.	\$55,000
G3.	Planning Collaboratively during PLCs by unpacking the writing CCSS and coordinate how to integrate benchmarks across content areas	\$3,000
Total		\$58,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Total
school budget	\$13,000	\$45,000	\$58,000
Total	\$13,000	\$45,000	\$58,000

Budget Details

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

G1. Professional Learning Communities that collaboratively plan for and implement lessons that promote critical, independent and creative thinking through the use of cognitively complex and authentic tasks aligned to standards.

G1.B1 Teachers are not consistently incorporating standards-based tasks that require the appropriate rigor.

G1.B1.S1 Through PLC Facilitators and Administration will support teachers through job embedded training. The focus will be on aligning standards, curriculum and assessments.

Action Step 1

Professional training workshop and webinar participation

Resource Type

Professional Development

Resource

Webinar and common core workshops

Funding Source

school budget

Amount Needed

\$10,000

Action Step 2

Grade level teams will meet in order to plan for and respond to learning through collaboration

Resource Type

Evidence-Based Materials

Resource

SuccessMaker program and computers

Funding Source

school budget

Amount Needed

\$45,000

G3. Planning Collaboratively during PLCs by unpacking the writing CCSS and coordinate how to integrate benchmarks across content areas

G3.B1 Teachers are not knowledgeable about the writing CCSS

G3.B1.S1 Collaboratively plan during the PLCs unpacking the writing CCSS and how to integrate across content areas.

Action Step 1

Unpacking the writing CCSS and integrating across content areas

Resource Type

Professional Development

Resource

Material, technology support and training opportunities

Funding Source

school budget

Amount Needed

\$3,000