



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Orange Park Junior High School

1500 GANO AVE

Orange Park, FL 32073

904-278-2000

<http://opj.oneclay.net>

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
59%

Alternative/ESE Center
No

Charter School
No

Minority Rate
49%

School Grades History

2013-14
C

2012-13
C

2011-12
B

2010-11
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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
Part III: Coordination and Integration	25
Appendix 1: Professional Development Plan to Support Goals	26
Appendix 2: Budget to Support Goals	27

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

Orange Park Junior High School

Principal

Joyce Orsi

School Advisory Council chair

Jarrold Eason

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

Name	Title
Mrs. Orsi	Principal
Mr. De Jesus	Asst Principal
Mrs. Traphagen	ESE Support Facilitator
Mrs. Salem	Reading/Intervention Coach
Ms. West	8th Grade Guidance Counselor
Mrs. Kivett	7th Grade Guidance Counselor

District-Level Information

District

Clay

Superintendent

Mr. Charles E Vanzant, Jr

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

The SAC committed is comprised of a Head Chairperson, Co- Chair, Secretary, and Bookkeeper (all of which are voted upon at a future meeting.) Committee members express interest through a volunteer survey and are then notified on the website and via phone that are invited to attend. School based members must submit their name and be voted on by the staff.

Involvement of the SAC in the development of the SIP

The SAC members are integral in the development of the SIP. They input ideas and suggestions for areas of improvement. School based members are responsible for pulling data to use as a basis for where monies should be spent. Staff feedback is gained through surveys and postings, and a final vote of committee members make the final decision as to where money will be appropriated.

Activities of the SAC for the upcoming school year

SAC will meet at least 4 times during the year to get updates and feedback for all decisions put before them. Meetings slated for 13-14 are Oct, Jan, March, and May.

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

Projects to be put to the board will include, but not limited to: School wide novel (CodeTalker) used for Common Core instruction during the reading block. Money designated for student planners for organization, rules, and assignment recording. Paper for copier that is for school use only.

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Joyce Orsi

Principal

Years as Administrator: 20

Years at Current School: 19

Credentials

Mrs. Orsi received her Bachelors in English degree from American International College and her Masters in Educational Leadership degree from Jacksonville University.

Performance Record

Angela Johnson

Asst Principal

Years as Administrator: 7

Years at Current School: 2

Credentials

Ms. Johnson received her Bachelors in Physical Education degree from University of North Florida and her Masters in Educational Leadership degree from University of North Florida.

Performance Record

Al De Jesus

Asst Principal

Years as Administrator: 7

Years at Current School: 3

Credentials

Mr. De Jesus received his Bachelors in Foreign Language degree from Florida Atlantic University and his Masters in Educational Leadership degree from Nova Southeastern University.

Performance Record**Instructional Coaches****# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Jamie Salem**

Full-time / School-based

Years as Coach: 3

Years at Current School: 3

Areas

Reading/Literacy

Credentials

Bachelor's in Mass Media
 Master's in Educational Leadership
 ESOL Endorsed
 Reading Endorsed
 Other Trainings:
 CHAMPs
 SIOP
 Clay leadership Academy Attendant
 On-going PD through County Reading Office

Performance Record**Classroom Teachers****# of classroom teachers**

50

receiving effective rating or higher

47, 94%

Highly Qualified Teachers

94%

certified in-field

, 0%

ESOL endorsed

30, 60%

reading endorsed

12, 24%

with advanced degrees

20, 40%

National Board Certified

2, 4%

first-year teachers

3, 6%

with 1-5 years of experience

7, 14%

with 6-14 years of experience

25, 50%

with 15 or more years of experience

15, 30%

Education Paraprofessionals**# of paraprofessionals**

7

Highly Qualified

7, 100%

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

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The Clay County School District will continue to send recruitment teams to career/recruitment fairs annually. The Clay County School District will also investigate the usefulness of conducting its own District Teacher Recruitment Fair to be held in 2014.

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 paired with peer teacher in the same content area. Peer teacher is responsible for assisting new teacher with planning and developing lessons. In addition, new teachers shadow others in their content areas.

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

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR, 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All students receiving Tier 2 or Tier 3 interventions are tracked with the Performance Matters MTSS tracking system. Training on this tracking system took place in August, 2013. To assist administrators in identifying which students should be receiving interventions, administrators are able to pull a report from FOCUS that will indicate which students are receiving each tier of interventions, along with a date to reassess student performance. Students listed on the FOCUS reports will be addressed at the monthly intervention meetings. At this time, the teachers and administrators – as an intervention team – will make the decision as to continue interventions at the current level, change or intensify interventions, or discontinue the intervention.

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

Core reading instruction is analyzed at the K-2 level using FAIR. Data is accessed through the PMRN and also within the Performance Matters data warehouse. In grades 3-10 (and level 1 & 2 11th and 12th grade), core reading and math instruction is analyzed using benchmark assessments within the Performance Matters system. Supplemental and intensive supports in reading, mathematics, science and writing are analyzed using in-program assessments, progress monitoring assessments available through Performance Matters, District-supplied assessments, and through teacher-selected progress monitoring assessments. District specialists and reading/intervention coaches provided engagement strategy training during pre-planning of the 2013 school year and will continue to provide support in this area throughout the year.

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

Meetings have been scheduled with school administrators and district staff (October, January & May) to discuss MTSS implementation. Meetings with Intervention Team Facilitators will meet in August, January and May to discuss and clarify procedures for documenting MTSS plans for students. A brochure explaining MTSS has been updated and posted on the district website. Copies of this brochure are available to hand to parents during conferences.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 105

The Graduation Success Team will be for students who need homework help and tutoring. It will be held in the Media Center every Wednesday in the AM from 8:30-9:15, and 4:00-5:00 PM. This is open to any student.

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?

Sign in sheets

Who is responsible for monitoring implementation of this strategy?

Mr. De Jesus and Mrs. Salem

Literacy Leadership Team (LLT)

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

Name	Title
Mrs. Orsi	Principal
Ms. Johnson	Vice Principal
Mr. De Jesus	Asst Principal
Mrs. Salem	Reading Coach
Mrs. Traphagen	Support Facilitator
Ms. Shively	Media Specialist
Ms. West	Guidance Counselor
Mrs. Kivett	Guidance Counselor

How the school-based LLT functions

The Literacy Leadership Team serves as the means for implementation of all literacy initiatives, incentives, functions, and data review. The team meets once every two months or as needed.

Major initiatives of the LLT

The major literacy initiatives implemented this year will be Reading/Writing Time—a school wide read aloud and writing project tied to the study of a novel. The novels will change quarterly, reading and writing time will occur every day for twenty-five minutes in the middle of the day. The lesson plans for the novel and ancillary writing and literacy assignments are written by the media specialist. Also, we are continuing to emphasize content area literacy. This will be done through the implementation of content specific vocabulary study in science, math and social studies. Additionally, we are implementing the “Step Up to Writing” instruction in all language arts and math classes.

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

OPJ utilizes a Reading Writing Initiative where the entire school reads for a 25 minute period every day. This year the school is reading Code Talkers.

The contributions of the Native American Navajo Marines, who delivered top secret messages for the Pacific Theatre campaign of WWII, continue to be highlighted and studied during the Reading/Writing Initiative Time. Lesson plans feature written responses to the book as well the use of primary source materials from the US War Department during the period of WWII. Also incorporated into the lesson plans is recorded interview with Chester Nez, the last remaining member of the original code talkers group. Additionally, as a culminating activity, students will be viewing an excerpt of the 2013 “Gathering of Nations” ceremonial dance to honor the code talkers of WWII.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Applied and integrated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. Orange Park Junior High School applies and integrates courses to help students see the relationships between subjects and relevance.

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

Each Fall, guidance counselors collaborate with the eighth grade social studies teachers through classroom guidance incorporating the Choices program. At this time, students are introduced to the high school graduation requirements and to the various academies throughout the county. Each eighth grader is taught self-evaluation techniques to review study habits, motivation and interests when choosing courses to incorporate into the individual 4-Year Plan, and when designating a particular “program of

study” for grades 9-12. In the Spring, guidance counselors visit the elementary schools to talk with incoming seventh graders regarding elective options and academic expectations at the junior high level. At this time, counselors also meet with the sixth grade teachers at the “feeder” elementary schools to inform of any new course offerings as well as changes in the teacher recommendation procedures. Guidance also meets with the OPJH teachers prior to registration regarding new course information and recommendations for students. Counselors are available to meet individually with parents and/or students requesting more specific information or one-on-one advisement. In these personal advisement sessions, counselors review student data such as grades, test scores, interest inventory feedback, general and specific career goals, etc. to help guide students and parents in making appropriate educational decisions. Each Spring, for the eighth grade students advancing to ninth grade, OPJH coordinates visits from counselors of the feeder high schools to provide valuable information pertaining to graduation requirements, registration, as well as the academy expectations.

Strategies for improving student readiness for the public postsecondary level

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	63%	63%	Yes	67%
American Indian				
Asian	76%	76%	Yes	78%
Black/African American	48%	48%	Yes	54%
Hispanic	63%	63%	Yes	67%
White	71%	71%	Yes	74%
English language learners	39%	39%	Yes	45%
Students with disabilities	49%	49%	Yes	54%
Economically disadvantaged	54%	54%	Yes	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	371	53%	61%
Students scoring at or above Achievement Level 4	181	26%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	14	2%	2%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	406	58%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	399	57%	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)			
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	273	39%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	14	2%	2%

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	65%		No	69%
American Indian				
Asian	88%		No	90%
Black/African American	50%		No	55%
Hispanic	63%		No	66%
White	73%		No	75%
English language learners	56%		No	60%
Students with disabilities	53%		No	57%
Economically disadvantaged	57%		No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	378	54%	62%
Students scoring at or above Achievement Level 4	204	29%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	14	2%	2%
Students scoring at or above Level 7	14	2%	2%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	378	54%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	357	51%	59%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	189	27%	50%
Middle school performance on high school EOC and industry certifications	343	49%	50%

Algebra I 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			

Geometry 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 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			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

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

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
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 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
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			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	215	30%	15%

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** Increase number of students proficient in math
- G2.** Increase students' reading across all content area.
- G3.** Increase students' writing across all content area.

Goals Detail

G1. Increase number of students proficient in math

Targets Supported

Resources Available to Support the Goal

- Step Up to Writing in math

Targeted Barriers to Achieving the Goal

- Teacher participation

Plan to Monitor Progress Toward the Goal

Step Up for Writing in math

Person or Persons Responsible

Department head and Administration

Target Dates or Schedule:

Leadership meeting

Evidence of Completion:

Progress toward benchmark testing

G2. Increase students' reading across all content area.

Targets Supported

Resources Available to Support the Goal

- Reading/writing initiative

Targeted Barriers to Achieving the Goal

- Teacher participation

Plan to Monitor Progress Toward the Goal

Reading/writing initiative

Person or Persons Responsible

All faculty

Target Dates or Schedule:

Daily

Evidence of Completion:

Benchmark testing performance

G3. Increase students' writing across all content area.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- 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
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School

Resources Available to Support the Goal

- Step Up to Writing Professional Development and resources/materials provided by FDLRS Crown.

Targeted Barriers to Achieving the Goal

- Time for Professional Development

Plan to Monitor Progress Toward the Goal

Department Head focus meetings and Admin review

Person or Persons Responsible

Admin and every Dept Head

Target Dates or Schedule:

Second Friday of every month

Evidence of Completion:

Student achievement increase

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase number of students proficient in math

G1.B1 Teacher participation

G1.B1.S1 Modeling teacher engagement strategies to faculty using Kagan Strategies

Action Step 1

FDLRS professional development for math teachers

Person or Persons Responsible

FDLRS/math teachers

Target Dates or Schedule

Half day training

Evidence of Completion

Follow up forms

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

Step Up to Writing in math implementation

Person or Persons Responsible

Department head and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Step Up for Writing in math

Person or Persons Responsible

Department head and Administration

Target Dates or Schedule

Department meetings

Evidence of Completion

Student portfolios

G2. Increase students' reading across all content area.

G2.B1 Teacher participation

G2.B1.S1 Model engagement strategies using the lesson plans from the reading/initiative.

Action Step 1

Reading/writing initiative

Person or Persons Responsible

Media Specialist creates lesson plans and distributes to faculty

Target Dates or Schedule

Daily

Evidence of Completion

Observation during walk through/student materials

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

Reading/initiative

Person or Persons Responsible

Administration

Target Dates or Schedule

walk through

Evidence of Completion

classroom walk through running record

Plan to Monitor Effectiveness of G2.B1.S1

Reading/initiative

Person or Persons Responsible

All faculty

Target Dates or Schedule

Daily

Evidence of Completion

Student feedback and performance

G3. Increase students' writing across all content area.

G3.B1 Time for Professional Development

G3.B1.S1 Half day substitutes will be provided for each department during the school year.

Action Step 1

Half day training during the school year

Person or Persons Responsible

Individual departments

Target Dates or Schedule

First Quarter

Evidence of Completion

Sign in sheets from trainings

Facilitator:

FDLRS Crown

Participants:

Individual departments

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Step Up to Writing Training strategies learned from training

Person or Persons Responsible

Administration and Department Heads

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Teachers will provide student evidence incorporating strategies learned from training and sign in sheets

Plan to Monitor Effectiveness of G3.B1.S1

Progress monitoring through Dept Focus meetings where writing samples of students will be shared and discussed

Person or Persons Responsible

All content areas

Target Dates or Schedule

Dept Focus meetings

Evidence of Completion

Percentage of student proficient will increase

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

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.

G3. Increase students' writing across all content area.

G3.B1 Time for Professional Development

G3.B1.S1 Half day substitutes will be provided for each department during the school year.

PD Opportunity 1

Half day training during the school year

Facilitator

FDLRS Crown

Participants

Individual departments

Target Dates or Schedule

First Quarter

Evidence of Completion

Sign in sheets from trainings

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
N/A		\$0
Total		\$0

Budget Details

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

G3. Increase students' writing across all content area.

G3.B1 Time for Professional Development

G3.B1.S1 Half day substitutes will be provided for each department during the school year.

Action Step 1

Half day training during the school year

Resource Type

Professional Development

Resource

Step Up to Writing resource binders

Funding Source

N/A

Amount Needed

\$0