



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Middleburg High School

3750 COUNTY ROAD 220

Middleburg, FL 32068

904-213-2100

<http://mhs.oneclay.net>

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 46%
Alternative/ESE Center No	Charter School No	Minority Rate 15%

School Grades History

2013-14 B	2012-13 B	2011-12 B	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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

Middleburg High School

Principal

John O'Brian

School Advisory Council chair

Heidi Rose

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

Name	Title
Kim Frew	Teacher
Dawn Powers	Teacher
Crystal Bandor	Teacher
John Mescall	Teacher
Rachel Crane	Reading/Intervention Coach
Magaret Begin	Teacher
Mary Hall	Teacher
Charlie Thompson	Teacher
Ronald Delp	Teacher
Thomas Gerds	Asst Principal
John O'Brian	Principal
Rob Feltner	Vice Principal
Sarah Baker	Teacher
Lisa Evans	Teacher

District-Level Information

District

Clay

Superintendent

Mr. Charles E Vanzant, Jr

Date of school board approval of SIP

11/4/2013

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

Composed of faculty, staff, parents, students and community members.

SAC Chair: Heidi Rose, teacher

Principal: John O'Brian, principal

Involvement of the SAC in the development of the SIP

The committee evaluated areas in which the school needed to focus its growth and set the SIP goals. Attention focused on academic growth, student conduct and parent involvement.

Activities of the SAC for the upcoming school year

Allocation of funds for improvement of school environment

Bi-monthly meetings

SAC chair and administrative meetings on a regular basis

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

Teacher training/workshop attendance

Rtl incentives

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

John O'Brian

Principal

Years as Administrator: 12

Years at Current School: 7

Credentials

Bachelor's in Mathematics, University of North Florida
 Master's, Leadership and Management, Florida Agricultural and
 Mechanics University

Performance Record

Effective

Robert Feltner		
Asst Principal	Years as Administrator: 9	Years at Current School: 1
Credentials	Vice Principal, MHS 2013-2014 Vice Principal, RHS 2012-2013 Asst. Principal, RHS 2005-2012 Master's Degree, St. Leo, Ed LEadership	
Performance Record	Effective	

Thomas Gerds		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Master's Degree, University of Scranton, Ed Leadership Curriculum Specialist, 2011-2013	
Performance Record	Effective	

Abby Neal		
Asst Principal	Years as Administrator: 10	Years at Current School: 2
Credentials	Master's Degree, Ed Leadership, Cambridge College BA in Chemistry, Washington and Jefferson College	
Performance Record	Effective	

Instructional Coaches

of instructional coaches
1

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

Instructional Coach Information:

Rachel Crane		
Full-time / District-based	Years as Coach: 2	Years at Current School: 8
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	B.A. from the University of North Florida National Board Certification	
Performance Record	Effective	

Classroom Teachers

of classroom teachers

103

receiving effective rating or higher

0%

Highly Qualified Teachers

81%

certified in-field

102, 99%

ESOL endorsed

21, 20%

reading endorsed

8, 8%

with advanced degrees

30, 29%

National Board Certified

, 0%

first-year teachers

1, 1%

with 1-5 years of experience

46, 45%

with 6-14 years of experience

52, 50%

with 15 or more years of experience

10, 10%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

5, 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

National recruitment fairs and teacher expos

John O'Brian is responsible for this process.

Retention strategies: fosters a positive environment focused on academics and professional growth

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

All teachers new to our school, regardless of years of teaching experience, are paired with an experienced teacher. This ensures smoother transition into the school environment and provides a resource for information regarding school policies and procedures. Teacher/mentor pairings are done by department. Meetings take place on an as-needed basis.

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 Level 1 and 2 students will take a benchmark assessment three times per year. The leadership teams will meet after each assessment period to review student data. Analysis of the quality of Tier I instruction will be evaluated and facilitated by the Reading Coach. Administrators will meet with all content area teachers via PLCs. In these meetings, data will be discussed, as will strategies needed to assist struggling students. The focus will be on student achievement and intervention strategies. Areas addressed will include reading, Algebra I and Geometry.

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

The leadership team analyzes school-wide data and determines the effectiveness of instruction for all students. Data includes Performance Matters, FCAT 2.0 and course EOCs. The team is led by John O'Brian (principal) and supported by all other administrators. Rachel Crane (Reading Coach) suggests intervention strategies to support student learning needs. The facilitator ensures that the MTSS plan is followed.

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

All students receiving Tier 1 and Tier 2 interventions are tracked using the Performance Matters MTSS tracking system. Administrators, using FOCUS, provide a report of students receiving each tier of interventions. The team also discusses which intervention strategies to modify, intensify or discontinue.

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

Instruction is analyzed using benchmark assessments within Performance Matters. Supplemental and intensive supports in reading, mathematics and writing are analyzed using in-program assessments,

progress monitoring assessments and teacher-selected progress monitoring assessments. The Reading Coach provided engagement strategies during pre-planning and will continue to provide strategies throughout the year through faculty meetings and PLCs.

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 and May) to discuss MTSS implementation. Intervention Team Facilitators will meet in August, January and May to discuss and clarify procedures for documenting MTSS for students. A brochure explaining MTSS has been updated and posted to the district website. Copies of the brochure are available to parents. The Reading Coach provides professional development opportunities to teachers related to RtI and MTSS.

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: 7,200

We offer a seventh period option as well as Compass programs in order to enrich student education or allow for remediation and mastery. In addition to remediation programs, we offer Reading and Math tutoring in the Spring.

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?

Students earn credit(s) based upon successful completion of the program(s).

Who is responsible for monitoring implementation of this strategy?

John O'Brian
Guidance Department

Literacy Leadership Team (LLT)

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

Name	Title
Kim Frew	Teacher
Dawn Powers	Teacher
Crystal Bandor	Teacher
John Mescall	Teacher

Name	Title
Rachel Crane	Reading Coach
Margaret Begin	Teacher
Mary Hall	Teacher
Charles Thompson	Teacher
Ronald Delp	Teacher
Thomas Gerds	Assistant Principal
John O'Brian	Principal
Rob Feltner	Vice Principal
Sarah Baker	Teacher
Lisa Evans	Teacher

How the school-based LLT functions

The team meets monthly in order to collaborate on school-wide literacy efforts. Decisions are made by team discussion until a consensus is achieved. New strategies are monitored through PLCs, walk-throughs and faculty meetings. The team evaluates data and encourages student performance in scheduled events.

Major initiatives of the LLT

The transition to Common Core.

Every Teacher Contributes to Reading Instruction

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

Every teacher contributes to the reading improvement of all students through documented reading assignments in lesson plans. There is also a school-wide Enrichment period (25 minutes/day) that is set aside for reading improvement. Teachers are provided by the Reading Coach with reading assessments tailored to the students in the Enrichment period (reading comprehension practices, SAT and ACT reading passages) or they may also foster reading for enjoyment through read-alouds. Professional development, both in department and large group settings, is provided to assist teachers with strategies that address areas of reading weakness, or improving upon student strengths.

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

Our school provides multiple opportunities for students to see the relationships between the courses in which they are enrolled and their future options. Students may explore these options through CTE

courses (carpentry, drafting, interior design, culinary arts, electrical, child care, automotive), Advanced Placement courses and Dual Enrollment classes. These academies and programs provide "real-world" experiences for students through field trips, exploratory projects, guest lectures and other practical applications. In many of the CTE programs, students can earn certification(s) and are prepared for the work force immediately upon graduating from high school. AP and Dual classes prepare students for a post-secondary education. Courses such as "Bronco 101" instruct 9th grade students about study skills, planning and organization so that they can experience success in the high school environment.

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

Guidance counselors visit all English classes in the Fall of each year in order to discuss all graduation requirements, course possibilities and schedule planning. Students are also informed of upcoming college visitations to our campus, where students can speak with college or academy representatives face-to-face. Teachers post information about the College Night held each Fall, giving students another opportunity for face-to-face interaction with college/program representatives. With the variety of elective, AP, Dual and CTE programs offered, students have the chance to choose courses in which they are interested.

Strategies for improving student readiness for the public postsecondary level

Graduation rate increases are addressed through remediation.

Guidance provides counseling in regards to current student progress and goals.

College visitations and expos provide opportunities for students to explore post-secondary options.

Each year, teachers and administrators promote accelerated programs for student achievement (Advanced Placement, Dual Enrollment, CTE).

Students "at-risk" are monitored early in the school year and RtI strategies and incentives are initiated.

Students who are unsuccessful on the PERT are placed in college-readiness courses in math and/or English in order to improve skills in areas of weakness.

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	61%	61%	Yes	65%
American Indian				
Asian				
Black/African American	51%	51%	Yes	56%
Hispanic	53%	53%	Yes	58%
White	62%	62%	Yes	66%
English language learners				
Students with disabilities	38%	38%	Yes	45%
Economically disadvantaged	53%	53%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	205	26%	31%
Students scoring at or above Achievement Level 4	230	28%	33%

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>		14%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		3%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		61%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	138	66%	71%

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]		55%
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]		80%
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]		30%

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	194	47%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		3%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%		No	51%
American Indian				
Asian				
Black/African American	37%		No	43%
Hispanic	43%		No	48%
White	45%		No	51%
English language learners				
Students with disabilities	28%		No	36%
Economically disadvantaged	40%		No	46%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		3%
Students scoring at or above Level 7	[data excluded for privacy reasons]		3%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	503	68%	73%
Students in lowest 25% making learning gains (EOC)		66%	71%

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.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	114	35%	40%
Students scoring at or above Achievement Level 4	29	9%	14%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	153	37%	42%
Students scoring at or above Achievement Level 4	107	26%	31%

Area 4: Science**High School Science****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			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	187	43%	48%
Students scoring at or above Achievement Level 4	74	17%	22%

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)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

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

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
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.			

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)		82%	85%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		56%	60%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

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 %
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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.** Improve students higher level thinking skills in mathematical applications.
- G2.** Promote sound instructional strategies that facilitates student engagement in challenging curriculum.
- G3.** Strengthening PLCs to improve collaboration amongst faculty which will in turn facilitate student learning gains.
- G4.** To improve writing in all content areas.

Goals Detail

G1. Improve students higher level thinking skills in mathematical applications.

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- large and small group PLCs, regular practical assessments, use of application/word/story problems, course notebooks are required and checked

Targeted Barriers to Achieving the Goal

- time for professional development, teacher knowledge and skill, student motivation, technology access

Plan to Monitor Progress Toward the Goal

PLCs targeting strategies that address higher order thinking skills, PLCs targeting incorporation of application problems on a regular basis, PLCs targeting student collaboration and remediation

Person or Persons Responsible

administration, department heads, reading coach

Target Dates or Schedule:

bi-weekly

Evidence of Completion:

a variety of data will be assessed to determine the effectiveness of PLC collaborative strategies, lesson plan checks, classroom walk-throughs by administration, PLC follow-up forms will be utilized, teacher computer stations will be assessed for age and improved if needed

G2. Promote sound instructional strategies that facilitates student engagement in challenging curriculum.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - High School
- STEM - High School
- CTE
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- PLCs, district and school-based professional development opportunities, expert teachers providing modeling and collaboration

Targeted Barriers to Achieving the Goal

- time available for PLCs, improvement of technology and modernization of classroom resources, limited funding, teacher compliance, technology access

Plan to Monitor Progress Toward the Goal

pre-planned meeting times for PLCs, prioritizing funding, teacher incentives

Person or Persons Responsible

SAC committee, administration, curriculum council, school-based leadership team

Target Dates or Schedule:

as needed

Evidence of Completion:

a variety of data will be assessed to determine progress being made, pre-planned calendar of meeting dates/times will be provided, classroom technology/materials improvement will be documented, Navigator Plus points awarded at the conclusion of professional development opportunities, teacher computer stations will be assessed for age and improved if needed

G3. Strengthening PLCs to improve collaboration amongst faculty which will in turn facilitate student learning gains.

Targets Supported

Resources Available to Support the Goal

- District Professional Development, National and local research-based strategies

Targeted Barriers to Achieving the Goal

- time for professional development, funding, teacher compliance

Plan to Monitor Progress Toward the Goal

Designating meeting dates/times, using available resources, teacher incentives

Person or Persons Responsible

Administration, Reading Coach, Department Chairs

Target Dates or Schedule:

bi-weekly

Evidence of Completion:

Lesson plan will be collected and checked by administration, classroom walk-throughs will be conducted by administration, PLC calendar has been made available to all teachers, cost analysis review of PD funding, Navigator Plus points awarded at the conclusion of professional development opportunities, data will be assessed to determine progress made toward the goal

G4. To improve writing in all content areas.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing portfolios & journals, weekly writing classroom assessments, DBQ Project, PLC's

Targeted Barriers to Achieving the Goal

- time for professional development, limited proficiency in multiple writing instructional methods across content areas, technology access

Plan to Monitor Progress Toward the Goal

PLCs targeting writing in all content areas, PLCs targeting writing prompts, PLCs targeting collaborative structures that promote writing

Person or Persons Responsible

administration, department heads, reading coach

Target Dates or Schedule:

bi-weekly

Evidence of Completion:

a variety of data will be assessed to determine progress made toward the goal, classroom walk-throughs by administration, PLC Follow-up forms and sign-in rosters, Lesson Plan checks, teacher computer stations will be assessed for age and improved if needed

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Improve students higher level thinking skills in mathematical applications.

G1.B1 time for professional development, teacher knowledge and skill, student motivation, technology access

G1.B1.S1 PLCs targeting strategies that address higher order thinking skills, PLCs targeting incorporation of application problems on a regular basis, PLCs targeting student collaboration and remediation, update older teacher computer stations

Action Step 1

Bi-weekly PLCs

Person or Persons Responsible

Administration

Target Dates or Schedule

bi-weekly

Evidence of Completion

documentation of strategies evident in lesson plans, PLC follow-up forms, student documentation, course technology requirements will be assessed

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

PLCs targeting strategies that address higher order thinking skills, PLCs targeting incorporation of application problems on a regular basis, PLCs targeting student collaboration and remediation

Person or Persons Responsible

Administration, department heads, reading coach

Target Dates or Schedule

bi-weekly

Evidence of Completion

attendance rosters are required, lesson plan checks, follow-up forms, monitoring through administrative walk-throughs, teacher computer stations will be assessed for age and improved if needed

Plan to Monitor Effectiveness of G1.B1.S1

PLCs targeting strategies that address higher order thinking skills, PLCs targeting incorporation of application problems on a regular basis, PLCs targeting student collaboration and remediation

Person or Persons Responsible

administration, department heads, reading coach

Target Dates or Schedule

bi-weekly

Evidence of Completion

a variety of data will be assessed to determine the effectiveness of PLC collaborative strategies, lesson plan checks, classroom walk-throughs by administration, PLC follow-up forms will be utilized, teacher computer stations will be assessed for age and improved if needed

G2. Promote sound instructional strategies that facilitates student engagement in challenging curriculum.

G2.B1 time available for PLCs, improvement of technology and modernization of classroom resources, limited funding, teacher compliance, technology access

G2.B1.S1 pre-planned calendar of meeting dates and times provided to all teachers, finding areas within the budget that will allow for improved teacher access to modern technology and materials, providing teacher incentives, update older teacher computer stations

Action Step 1

pre-planned meeting times for PLCs, prioritizing funding, teacher incentives

Person or Persons Responsible

SAC committee, administration, curriculum council, school-based leadership team

Target Dates or Schedule

as needed

Evidence of Completion

pre-planned calendar of meeting dates/times, classroom technology/materials improvement, Navigator Plus points awarded, course technology requirements will be assessed

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

pre-planned meeting times for PLCs, prioritizing funding, teacher incentives

Person or Persons Responsible

SAC committee, administration, curriculum council, school-based leadership team

Target Dates or Schedule

as needed

Evidence of Completion

sign-in rosters will be collected, pre-planned calendar of meeting dates/times is provided to teachers, classroom technology/materials improvement will be assessed and documented, Navigator Plus points awarded at the conclusion of professional development opportunities, teacher computer stations will be assessed for age and improved if needed

Plan to Monitor Effectiveness of G2.B1.S1

pre-planned meeting times for PLCs, prioritizing funding, teacher incentives

Person or Persons Responsible

SAC committee, administration, curriculum council, school-based leadership team

Target Dates or Schedule

as needed

Evidence of Completion

Lesson plans will be checked by administration, classroom walk-throughs will be conducted, pre-planned calendar of meeting dates/times has been supplied, classroom technology/materials improvement will be documented, Navigator Plus points awarded at the conclusion of professional development opportunities, teacher computer stations will be assessed for age and improved if needed

G3. Strengthening PLCs to improve collaboration amongst faculty which will in turn facilitate student learning gains.

G3.B1 time for professional development, funding, teacher compliance

G3.B1.S1 designating on a pre-planned calendar all meeting dates and locations, use available resources and prioritize needed costs, providing incentives for teacher participation

Action Step 1

Designating meeting dates/times, using available resources, teacher incentives

Person or Persons Responsible

Administration, Reading Coach, Department Chairs

Target Dates or Schedule

bi-weekly

Evidence of Completion

PLC calendar available to all teachers, cost analysis review of PD funding, Navigator Plus points awarded, classroom walk-throughs

Facilitator:

Administration, Reading Coach, Department chairs

Participants:

all faculty

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

Designating meeting dates/times, using available resources, teacher incentives

Person or Persons Responsible

Administration, Reading Coach, Department Chairs

Target Dates or Schedule

bi-weekly

Evidence of Completion

sign-in rosters will be collected, PLC calendar available to all teachers, cost analysis review of PD funding, Navigator Plus points awarded upon completion of professional development opportunities

Plan to Monitor Effectiveness of G3.B1.S1

Designating meeting dates/times, using available resources, teacher incentives

Person or Persons Responsible

Administration, Reading Coach, Department Chairs

Target Dates or Schedule

bi-weekly

Evidence of Completion

A variety of data will be assessed to determine progress made, lesson plans will be collected and checked by administration, classroom walk-throughs will be conducted by administration, cost analysis review of PD funding, Navigator Plus points awarded at the conclusion of professional development opportunities

G4. To improve writing in all content areas.

G4.B1 time for professional development, limited proficiency in multiple writing instructional methods across content areas, technology access

G4.B1.S1 PLCs targeting writing in all content areas, PLCs targeting persuasive/expository writing prompts, PLCs targeting classroom "collaborative" structures that promote writing, update teacher computer stations

Action Step 1

Bi-weekly PLCs

Person or Persons Responsible

Administrative Team, Reading Coach, Department Heads

Target Dates or Schedule

bi-weekly

Evidence of Completion

documentation of strategies evident in lesson plans, PLC Follow-up Forms, students documentation, course technology requirements will be assessed

Facilitator:

Thomas Gerds, Rachel Crane, Department Heads

Participants:

All Faculty

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

PLCs targeting writing in all content areas, PLCs targeting writing prompts, PLCs targeting collaborative structures that promote writing

Person or Persons Responsible

Administration, department chairs, reading coach

Target Dates or Schedule

bi-weekly

Evidence of Completion

Sign-in rosters will be required, Lesson Plan Checks, Follow-up Forms, Monitoring through Administrator walk-throughs, teacher computer stations will be assessed for age and improved if needed

Plan to Monitor Effectiveness of G4.B1.S1

PLCs targeting writing in all content areas, PLCs targeting writing prompts, PLCs targeting collaborative structures that promote writing

Person or Persons Responsible

administration, department heads, reading coach

Target Dates or Schedule

bi-weekly

Evidence of Completion

A variety of data will be assessed to determine effectiveness of PLC collaborative strategies, Lesson plan checks, classroom walk-throughs by administration, PLC Follow-up forms will be utilized, teacher computer stations will be assessed for age and improved if needed

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. Strengthening PLCs to improve collaboration amongst faculty which will in turn facilitate student learning gains.

G3.B1 time for professional development, funding, teacher compliance

G3.B1.S1 designating on a pre-planned calendar all meeting dates and locations, use available resources and prioritize needed costs, providing incentives for teacher participation

PD Opportunity 1

Designating meeting dates/times, using available resources, teacher incentives

Facilitator

Administration, Reading Coach, Department chairs

Participants

all faculty

Target Dates or Schedule

bi-weekly

Evidence of Completion

PLC calendar available to all teachers, cost analysis review of PD funding, Navigator Plus points awarded, classroom walk-throughs

G4. To improve writing in all content areas.

G4.B1 time for professional development, limited proficiency in multiple writing instructional methods across content areas, technology access

G4.B1.S1 PLCs targeting writing in all content areas, PLCs targeting persuasive/expository writing prompts, PLCs targeting classroom "collaborative" structures that promote writing, update teacher computer stations

PD Opportunity 1

Bi-weekly PLCs

Facilitator

Thomas Gerds, Rachel Crane, Department Heads

Participants

All Faculty

Target Dates or Schedule

bi-weekly

Evidence of Completion

documentation of strategies evident in lesson plans, PLC Follow-up Forms, students documentation, course technology requirements will be assessed

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Improve students higher level thinking skills in mathematical applications.	\$3,700
G2.	Promote sound instructional strategies that facilitates student engagement in challenging curriculum.	\$3,700
G4.	To improve writing in all content areas.	\$3,700
Total		\$11,100

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program	Technology
Total	\$11,100	\$3,700	\$7,400
school improvement funding	\$3,700	\$11,100	\$7,400
	\$0	\$0	

Budget Details

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

G1. Improve students higher level thinking skills in mathematical applications.

G1.B1 time for professional development, teacher knowledge and skill, student motivation, technology access

G1.B1.S1 PLCs targeting strategies that address higher order thinking skills, PLCs targeting incorporation of application problems on a regular basis, PLCs targeting student collaboration and remediation, update older teacher computer stations

Action Step 1

Bi-weekly PLCs

Resource Type

Technology

Resource

update technology access via teacher computer resources

Funding Source

school improvement funding

Amount Needed

\$3,700

G2. Promote sound instructional strategies that facilitates student engagement in challenging curriculum.

G2.B1 time available for PLCs, improvement of technology and modernization of classroom resources, limited funding, teacher compliance, technology access

G2.B1.S1 pre-planned calendar of meeting dates and times provided to all teachers, finding areas within the budget that will allow for improved teacher access to modern technology and materials, providing teacher incentives, update older teacher computer stations

Action Step 1

pre-planned meeting times for PLCs, prioritizing funding, teacher incentives

Resource Type

Technology

Resource

update technology access via teacher computer resources

Funding Source

school improvement funding

Amount Needed

\$3,700

G3. Strengthening PLCs to improve collaboration amongst faculty which will in turn facilitate student learning gains.

G3.B1 time for professional development, funding, teacher compliance

G3.B1.S1 designating on a pre-planned calendar all meeting dates and locations, use available resources and prioritize needed costs, providing incentives for teacher participation

Action Step 1

Designating meeting dates/times, using available resources, teacher incentives

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. To improve writing in all content areas.

G4.B1 time for professional development, limited proficiency in multiple writing instructional methods across content areas, technology access

G4.B1.S1 PLCs targeting writing in all content areas, PLCs targeting persuasive/expository writing prompts, PLCs targeting classroom "collaborative" structures that promote writing, update teacher computer stations

Action Step 1

Bi-weekly PLCs

Resource Type

Evidence-Based Program

Resource

update technology access via teacher computer resources

Funding Source

school improvement funding

Amount Needed

\$3,700