



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Baldwin Middle Senior High School**

291 MILL ST W

Baldwin, FL 32234

904-266-1200

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

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 46%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 28%

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## School Grades History

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<b>2013-14</b> PENDING	<b>2012-13</b> C	<b>2011-12</b> C	<b>2010-11</b> C	<b>2009-10</b> B
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## SIP Authority and Template

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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**

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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**

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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**

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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**

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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**

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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**

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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
Prevent	2	Wayne Green

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Baldwin Middle Senior High School

##### Principal

Denise Hall

##### School Advisory Council chair

Chris Drum

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

Name	Title
Andrea Harter	Assistant Principal
Jeffery Tuccillo	Testing Coordinator
Jennifer O'Neill Saoud	Testing Coordinator
Bonnie Lamp	Reading Coach
Laura Gruninger	Reading Coach
Lori Westberry	Math Coach
Steven Shields	Dean of Discipline - High School
Tanisha Larkins	Dean of Discipline - Middle School

#### District-Level Information

##### District

Duval

##### Superintendent

Dr. Nikolai P Vitti

##### Date of school board approval of SIP

1/7/2014

### School Advisory Council (SAC)

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

#### Membership of the SAC

Bro. Chris Drum - President of SAC in his second term, parent of a student  
 Bro. Dan Search - Vice President of SAC in his second term, community member  
 Lori Fish - Secretary, community member  
 Elise Fare - teen coordinator, West Regional Library, Jacksonville, FL  
 Dr. Denise Hall, principal Baldwin Middle-Senior High  
 Lori Westberry - math coach at Baldwin Middle-Senior High, also a parent  
 Kylie Davidson - English teacher at Baldwin Middle-Senior High  
 Guy Colombo - business partner, manager Gerdau Ameristeel  
 Rev. Larry Riley - grandparent and community member

Alexis Goodman - school teacher  
 Alyssa Bryant - student, senior class president.

**Involvement of the SAC in the development of the SIP**

SAC has described areas of interest, particularly in Common Core, in leadership conversations and during the SAC meeting on Sept. 12, where increased community involvement in the Opening Day of school event to increase father-child involvement was a success. Additionally, SAC supported and will continue to support student achievement by participating in events such as the school-supply backpack giveaway and support other academic expansion programs afterschool, including the Wow Wednesdays at the West Regional Branch Library, which is held on early-release days for teacher professional development. SAC members discussed and became involved in the conversation on how to increase EOC scores and to be aware of the new measurements in various assessments so that they can help all stakeholders understand the rating systems and brainstorm ways to provide new and innovative supports to increase student achievement.

**Activities of the SAC for the upcoming school year**

SAC will be involved in learning about the upgraded curriculum and Common Core and help brainstorm ways to promote for Community Involvement. Two members have attended training with administration on the upcoming Common Core integration and serve as community ambassadors to help explain those changes in rigor. Also, SAC will continue to support and publicize events that involve Baldwin teens, including events at the public library, particularly on early release Wednesdays for teacher county training and planning.

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

SAC will use the funds it receives to provide basic student and staff supplies.

**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:**

<b>Denise Hall</b>		
Principal	Years as Administrator: 18	Years at Current School: 1
<b>Credentials</b>	Ph.D. Ed Leadership / MS Administration / BS. Math Ed.	
<b>Performance Record</b>	J.E.B. Stuart Middle gains to C, 2002-2005. Robert E. Lee High School gains to C 2007-2009. Robert E. Lee High School drops to D 2010. Robert E. Lee High School gains to a B in 2011. Robert E. Lee High School scores at a C in 2012.	

<b>Andrea Harter</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 1
<b>Credentials</b>	A teacher at Lee during the years: CDCCB. Started ACT prep program at Lee which has posted gains each of the five years with nearly a 20 percent increase in composite scores. FCAT proficiency rate 2012: 51 percent proficiency rating; FCAT Writes 99 percent proficiency rating. The students involved in ACT prep involved 507. 85 percent of those students passed the Math portion, which substitutes for the FCAT if needed on concordant scores and 56 percent were at college-ready/FCAT concordant proficient for reading.	
<b>Performance Record</b>	Robert E. Lee High School gains to C 2007-2009. Robert E. Lee High School drops to D 2010. Robert E. Lee High School gains to a B in 2011. Robert E. Lee High School scores at a C in 2012.	

**Instructional Coaches**

**# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



<b>Laura Gruninger</b>		
Full-time / School-based	Years as Coach: 12	Years at Current School: 1
<b>Areas</b>	Reading/Literacy, RtI/MTSS, Other	
<b>Credentials</b>	BS in Education from University of Dayton 1977 M.Ed. In secondary reading from American International College 1978 Certification in Reading k-12, Social Studies 6-12, ELA 6-9, Admin all levels	
<b>Performance Record</b>	Robert E. Lee High School gains to C 2007-2009. Robert E. Lee High School drops to D 2010. Robert E. Lee High School gains to a B in 2011. Robert E. Lee High School scores at a C in 2012.	

<b>Bonnie Lamp</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 7
<b>Areas</b>	Reading/Literacy, RtI/MTSS, Other	
<b>Credentials</b>	Master of Arts in Teaching in Reading Education Professional Certificate: Reading K-12/ESOL	
<b>Performance Record</b>	Former teacher: 2009-2010 Baldwin school grade was a B 2010-2011 School grade a C 2011-2012 School grade a C	

<b>Lori Westberry</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 9
<b>Areas</b>	Mathematics, RtI/MTSS, Other	
<b>Credentials</b>	BS in Mathematics	
<b>Performance Record</b>	Former teacher: 2009-2010 Baldwin school grade was a B 2010-2011 School grade a C 2011-2012 School grade a C	

**Classroom Teachers**

<b># of classroom teachers</b>	53
<b># receiving effective rating or higher</b>	50, 94%
<b># Highly Qualified Teachers</b>	83%

**# certified in-field**

44, 83%

**# ESOL endorsed**

13, 25%

**# reading endorsed**

5, 9%

**# with advanced degrees**

6, 11%

**# National Board Certified**

4, 8%

**# first-year teachers**

5, 9%

**# with 1-5 years of experience**

22, 42%

**# with 6-14 years of experience**

15, 28%

**# with 15 or more years of experience**

11, 21%

**Education Paraprofessionals****# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

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

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 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 school uses district-based resources and teacher networks to recruit teachers. The school is in a rural area on the outskirts of a large metropolitan area. More than 23 percent of the teachers who work here went to school here and have returned due to the sense of community. Advertisement is not formal at this juncture. The recruitment is an administrative function, split between the Principal Dr. Denise Hall, Assistant Principal Andrea Harter, and Testing Coordinator, Jeffery Tuccillo.

**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**

Our school uses the MINT program for new teachers and also assigns new teacher mentors from the seasoned staff. Mentoring sessions take place on an informal basis, almost daily, as each new staff member is paired with a teacher so they can inquire about best practices, on-site school rituals and routines, and provide a professional support base.. Our pairings are generally within core areas, and the mentees and mentors also meet with the PDF at least monthly to compare notes and reflections, to support new faculty members.

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

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

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

The school uses a variety of data to identify students, and groups of students, in need of intervention services. The most basic is FCAT. The FCAT reading, writing, math, and science scores at the middle-school level, is used for planning purposes to develop a support curriculum with targeted support for students performing below grade level. Additionally, other data, including discipline reports, district and teacher-made tests, are all used as indicators of a student needing additional supports to gain mastery. Teacher supports to recognize students who need these additional instruction or strategies is provided through professional development, and in department and Professional Learning Community meetings or Team meetings, which are grouped either by content, grade, or cohort. Additional monitoring by guidance counselors, including, but not limited to academic history audits, individual student meetings, and parent-student interaction, provide additional support to the core instruction. The problem-solving process involves an evaluation of data from the previous year's end and strategies needed to support students to meet their annual growth goals. Anticipated barriers to student's growth are evaluated and a course of action is plotted out with supports to encounter and overcome those obstacles. The students' progress towards growth is evaluated, and the supports, too, are evaluated for their effectiveness and realigned or enhanced, as necessary.

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

Dr. Denise Hall, principal, - architect of the plan to increase student performance. Directs teams as solution centers to persistently seek answers and strategies for students who are performing below grade level. Monitors interventions through results and feedback from parents, students, guidance counselors, and teachers. Additional data monitoring is provided in the form of observations, and through data disaggregation from multi-assessed skills in all core content areas through state and district testing and problems.

Andrea Harter, assistant principal - Assists in supports through planning, teacher observations and feedback, and in academic training sessions with instructors on strategies to spot RtI trends or behaviors that require intervention or alternative learning strategies.

Jeffery Tuccillo, testing coordinator - Tasked with creating and implementing a curriculum, at the principal's direction that provides instructional time to address group deficiency. Additionally, he supervises the guidance department and monitors plans that are developed for students to reach mastery. Mr. Tuccillo also is tasked with the printing and distribution of progress reports, report cards, and of parent contact via ParentLink to notify parents of a notice of academic standing. His supervision of the guidance department includes the direction of a newsletter delivered electronically when

appropriately that provides student support in terms of testing and studying strategies that parents can review with their student at home.

Jennifer Saoud, testing coordinator - Organizes, coordinates, and executes a series of state and district test and facilitates the collection and dissemination of data, and assists in spotting trends and solutions for academic spots that need additional shoring.

Bonnie Lamp, academic coach, high school reading and ELA - Provides direct teacher support and training on strategies and in the art of data collection to help teachers use data to the student's advantage using a series of lessons or planned activities to increase academic achievement.

Laura Gruninger, academic coach, middle school reading and ELA; Professional development Facilitator - Provides direct teacher support and training on strategies and in the art of data collection to help teachers use data to the student's advantage using a series of lessons or planned activities to increase academic achievement. Additionally, she conducts teacher trainings for beginning teacher to help them understand the data they are collecting and to make sense of the signals that show a child needs additional support.

Lori Westberry, academic coach, mathematics - Provides direct teacher support and training on strategies and in the art of data collection to help teachers use data to the student's advantage using a series of lessons or planned activities to increase academic achievement.

Steven Shields, dean, high school discipline - Collects discipline and is involved in the positive behavior interventions that are the underpinning of successful academic behaviors in the classroom and on campus.

Tanisha Larkins, dean, middle school discipline - Collects discipline and is involved in the positive behavior interventions that are the underpinning of successful academic behaviors in the classroom and on campus.

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

The Leadership team meets weekly to determine the effectiveness of teachers and the progress of curriculum rollout and effectiveness of instruction. Individual Rtl progress is monitored through administration review of records, grade reporting, and other observed behaviors, including ESE compliance with IEP reports and discipline data. Additional data from district and in-house testing, as reported out when data is collated is addressed in a problem-solving mode to provide more resources, or to direct individualized intervention when needed,

### **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**

FCAT, District benchmarks, Iowa testing, DAR and SRA testing, former results from FAIR testing, and academic progress in terms of grade after verification of true curriculum delivery and common assessment practice show the strengths of the various courses and highlight areas of support. Additionally, the district has a beginning CGA (Curriculum Guide Assessment) that is administered at the beginning of school and at the end of each quarter, aligned with the prescribed benchmarks, that will be used as a data point to check for student mastery and understanding and teacher effectiveness and delivery.

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

The plan to support understanding of MTSS and to build capacity in data-based problem solving for staff and parents uses the Florida Continuous Improvement Model, where an assessment of desired results to ascertain background knowledge is administered and the curriculum is applied taking into account the mastery level of the students. The data provide an access point to identify problems and the leadership team proposes additional training and strategy supports to ensure that instructors have the

materials available to support students. Additionally, core-subject teachers participate in day-long training sessions that are focused on areas of need and the benefits of using best practices with the FCIM to promote understanding of the benefits of common planning and assessment to ensure fidelity in rigor across the grade levels throughout the school.

### 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:** Weekend Program

**Minutes added to school year:** 1,440

Provide students with ACT Prep on weekends beginning in October to prepare students for the content, rigor, and the test-taking strategies needed to be successful on the test. This session is aimed for students who may already be college-ready according to state guidelines, but are seeking to better their scores and the likelihood of college acceptance at the student's first-choice. This is also a support for students who are enrolled in the regular-day ACT/SAT class, but may require more testing practice or a different delivery in content information.

#### Strategy Purpose(s)

- 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 at the beginning of the school year with an eye toward determining who is Post Secondary Ready. Those students are identified and invited to attend the session. Students could test when they enter the room. While that data is being processed, students are instructed about how the test is set up and how to master the selected sections of focus. When the data is processed (about 30 minutes later) students are given their results and a whole-group instruction of the most frequent errors are discussed. Direct content instruction is used based on predictive errors and actual errors. Two continuous hours of practice in problem areas is offered. Students then re-test and are given their results immediately to chart growth and plan for additional resources or tutoring.

#### Who is responsible for monitoring implementation of this strategy?

Mrs. Harter and Mr. Tuccillo

**Strategy:** Before or After School Program

**Minutes added to school year:** 4,560

Student study hall for any student involved in after-school activities, including athletics. Students spend a minimum of 30 minutes four days a week working on school work or receive extra help from athletic coaches prior to participating in the daily activity.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

Student eligibility for after-school events, maintenance or increase in these grades.

**Who is responsible for monitoring implementation of this strategy?**

Athletic Director, individual teachers of affected students.

**Strategy:** Before or After School Program

**Minutes added to school year:** 27,360

Direct instruction through tutoring, after school, minimum of four teachers a week, at one three-hour session per teacher for 38 weeks. Tutoring schedules are posted by teacher and tutoring sessions can either be teacher or parent initiated.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Individual student data collected and monitored by the teacher following their own RtI plan.

**Who is responsible for monitoring implementation of this strategy?**

Teachers, and administrative review of records during formal observations.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Denise Hall	Principal
Andrea Harter	Assistant Principal
Jeffery Tuccillo	Testing Coordinator
Bonnie Lamp	Academic Coach - Literacy High School
Laura Gruninger	Academic Coach - Literacy Middle School
Lori Westberry	Academic Coach - Mathematics

Name	Title
Jennifer Saoud	Testing Coordinator

### **How the school-based LLT functions**

The LLT meet during PLC time/common planning monthly to discuss strategies for implementing college-level literacy into the schoolwide curriculum. administrators meet with the school-based leadership team to determine the effectiveness of strategies being implemented as well as further professional development needs. The overall outline provided by Dr. Hall, which introduces the Common Core Connection, is used in this year-long planning cycle.

### **Major initiatives of the LLT**

Sustainability of reading levels of 3 or higher and a increases for students on the bubble, through monthly strategies that can be used across multiple content area. Strategy examples will be posted in classrooms and the LLT will designate an area where the focus strategy can be posted for student view in a common area.

## **Every Teacher Contributes to Reading Instruction**

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

The school ensures that every teacher contributes to reading improvement by implementing 10 minutes of content-based reading in each classroom daily. This principal-directed in initiative is backed with a push towards increasing academic vocabulary in the content area, through a series of approaches, that can include a Start-on-time activity to engage students, and writing about the content in an FCAT-styled prompt that requires evidence from the text, which would require student engagement with the text in all content areas. Scripted prompts, exit materials and daily translation of language tasks, even in mathematics, are integrated to ensure understanding and expand scope of material mastered.

## **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**

The high school course progression is designed to weave in academic courses with courses that lead to industry certification, which culminates in an industry certification course or a accelerated course of learning that will enhance college success. The courses currently offered are technology-based and include Digital Media fundamentals, which result in certifications for Dreamweaver and Photoshop software.

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

The counselors meet individually with students in each grade level, and expand those meeting with seniors to include twice-a-year meetings, supplemented by classroom visits and talks about post-secondary options, which include college and or entering the workforce or the military. ACT/SAT teachers this year inaugurated a course to expand the college exploration experience, to enhance the Post-Secondary Readiness options and have students commit to a strong consideration of life after high school.

### **Strategies for improving student readiness for the public postsecondary level**

The data listed on the High School feedback report for Baldwin for recent years shows that there is a gradual increase in the numbers of high school graduates who were eligible for the maximum Bright Futures award. The percentage for the years available, show that the population was gaining at the rate of about a half-percent annually, topping out around 7 percent. Since the time the report was made, however, there has been an overhaul to the Bright Futures threshold levels, which now require a student to make the highest score to date to gain Bright Futures scholarship opportunities (29 on the ACT; 1170 SAT). We anticipate this to be a hurdle that is being tackled by education campaigns in the classroom and also with extended practice on the weekends for those key admission tests.



## 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	54%	46%	No	59%
American Indian				
Asian	63%	58%	No	66%
Black/African American	41%	35%	No	47%
Hispanic	45%	36%	No	51%
White	58%	49%	No	62%
English language learners				
Students with disabilities	28%	46%	Yes	36%
Economically disadvantaged	48%	38%	No	54%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	202	25%	35%
Students scoring at or above Achievement Level 4	119	15%	20%

#### 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>		10%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	534	59%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	520	57%	63%

**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]		43%
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]		43%
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]		43%

**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.	46	41%	51%

**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	192	68%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

**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	48%	35%	No	54%
American Indian				
Asian	82%	50%	No	83%
Black/African American	38%	24%	No	44%
Hispanic	41%	25%	No	47%
White	50%	38%	No	55%
English language learners				
Students with disabilities	28%	36%	Yes	35%
Economically disadvantaged	44%	26%	No	50%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		10%
Students scoring at or above Level 7	[data excluded for privacy reasons]		10%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	495	43%	53%
Students in lowest 25% making learning gains (EOC)	752	74%	79%

**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.	46	41%	51%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	33%	44%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		12%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	41%	51%
Students scoring at or above Achievement Level 4	10	6%	16%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

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

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	41%	51%
Students scoring at or above Achievement Level 4	11	8%	16%

**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)	0		0
Participation in STEM-related experiences provided for students	0	0%	0%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	230	25%	35%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	77	13%	23%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	44	19%	29%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1	33%	43%

## 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	346	33%	28%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	9	5%	2%
Students with grade point average less than 2.0	47	8%	5%
Students who fail to progress on-time to tenth grade	12	7%	4%
Students who receive two or more behavior referrals	267	25%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	311	29%	19%

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	12	8%	4%
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)	131	87%	92%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	12	35%	45%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	3	2%	1%

## 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

Increase parent visibility and interaction at all levels. Increase two-way communication and create a sense of parent ownership at the school level.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of active parents participating on SAC	2	10%	20%
Increase the number of active parents participating in PTSA	8	90%	100%

**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.** Increase Post-Secondary Readiness of students by at least 10 percent to AMO target of 51 percent
- G2.** Increase the number of students enrolled in industry-certification courses from 25 percent to 35 percent
- G3.** Identify all below-grade-level students and schedule them into appropriate courses to be successful, including intensive math and intensive reading classes.
- G4.** Increase the graduation rate by 5 percent
- G5.** Increase Math Proficiency by 10 percent
- G6.** Increase the number of students eligible to earn industry certifications by 10 percent
- G7.** Identify students who need support and train teachers how to implement RtI for all students who earn a D or F in the first nine weeks.
- G8.** Identify and correctly provide ESE students with supports required by law.
- G9.** Increase writing proficiency in the 8th and 10th grade classes by 10 percent.
- G10.** Increase student proficiency in reading and comprehension by from 46 percent to state target of 59 percent
- G11.** Create a detention program to decrease out-of-school suspensions by 10 percent.

## Goals Detail

**G1. Increase Post-Secondary Readiness of students by at least 10 percent to AMO target of 51 percent**

**Targets Supported**

- CTE
- Parental Involvement
- EWS - Graduation

**Resources Available to Support the Goal**

- ACT/SAT classes and additional training offered on weekends for selection sessions, practice tests, bulletin boards announcing the day.

**Targeted Barriers to Achieving the Goal**

- Teachers in a course without a clear understanding of what the ACT tests and how to deliver that instruction without a curriculum.
- Students have a lack of understanding about the time-sensitive nature of becoming PSR early in their senior year and may run out of time.

**Plan to Monitor Progress Toward the Goal**

Monitor numbers of students who are tested and who are PSR

**Person or Persons Responsible**

Tuccillo; Hall; Harter

**Target Dates or Schedule:**

At pivot cycles every nine weeks or when scores report back

**Evidence of Completion:**

PSR reports from the county

**G2. Increase the number of students enrolled in industry-certification courses from 25 percent to 35 percent**

**Targets Supported**

- CTE
- Parental Involvement
- EWS - Graduation

**Resources Available to Support the Goal**

- Additional course offerings; teachers; Internet training; laptops

**Targeted Barriers to Achieving the Goal**

- Teachers who are not yet attained the professional industry certification may not know the content limits on the test.
- Lack of a textbook



## Plan to Monitor Progress Toward the Goal

Student's create and use a guide to help them master skills for industry certification

**Person or Persons Responsible**

Tuccillo; Hall

**Target Dates or Schedule:**

March 1

**Evidence of Completion:**

Student-created guide for next class to use as a resource

**G3. Identify all below-grade-level students and schedule them into appropriate courses to be successful, including intensive math and intensive reading classes.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Master schedule, FCAT Data; Surveys; teacher-made observation monitoring instrument

**Targeted Barriers to Achieving the Goal**

- Pending tests to determine levels of achievement may alter schedules late into the first nine weeks and create some scheduling problems that will cross teams.

## Plan to Monitor Progress Toward the Goal

Check master schedule and class lists for appropriate placement

**Person or Persons Responsible**

Hall

**Target Dates or Schedule:**

Before Aug. 20; when any major schedule changes occur

**Evidence of Completion:**

Report-out from Tuccillo; class lists

**G4. Increase the graduation rate by 5 percent****Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Guidance counselors, parent education, targeted instruction, mentoring, close-monitoring in curriculum

**Targeted Barriers to Achieving the Goal**

- Several high school students have not passed the FCAT yet, and have only two more opportunities to pass it before graduation.

## Plan to Monitor Progress Toward the Goal

Analyze data and propose next steps or interventions

### Person or Persons Responsible

administration/leadership team

### Target Dates or Schedule:

observation cycles

### Evidence of Completion:

observation notes

## G5. Increase Math Proficiency by 10 percent

### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

### Resources Available to Support the Goal

- Mathematics book study, Coach-led PLCs, County support for material, Carnegie and other technology-supported mathematics tools.

### Targeted Barriers to Achieving the Goal

- Technology not delivered on time to support students
- Lack of rigor
- Low levels of student engagement

## Plan to Monitor Progress Toward the Goal

Evaluate lesson plans

### Person or Persons Responsible

coaches/admin

### Target Dates or Schedule:

during observations

### Evidence of Completion:

observation notes/coach notes

**G6. Increase the number of students eligible to earn industry certifications by 10 percent**

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Scheduling and expansion of certification opportunities

**Targeted Barriers to Achieving the Goal**

- Scheduling restrictions due to size of school.

**Plan to Monitor Progress Toward the Goal**

Numbers of students scheduled and numbers of students passing CTE offerings

**Person or Persons Responsible**

Jeff Tuccillo and Denise Hall

**Target Dates or Schedule:**

On going

**Evidence of Completion:**

Actual certifications achieved

**G7. Identify students who need support and train teachers how to implement Rtl for all students who earn a D or F in the first nine weeks.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- CTE
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation

**Resources Available to Support the Goal**

- Faculty and staff, academic coaches, administrators, guidance counselors, security, parent-teacher collaborations.

**Targeted Barriers to Achieving the Goal**

- Some new teachers need extra training to recognize struggling students and to provide appropriate safety nets.

## Plan to Monitor Progress Toward the Goal

RTI logs and notes

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule:**

On going

**Evidence of Completion:**

Through formal and informal observations



**G8. Identify and correctly provide ESE students with supports required by law.****Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- CTE
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- ESE teachers
- Guidance Counselors
- Diagnosis tests
- Classroom teacher anecdotal evidence

**Targeted Barriers to Achieving the Goal**

- Teachers may not know the signs to initiate a referral for screening.

## Plan to Monitor Progress Toward the Goal

No student on the D and F list has been denied accommodations

### Person or Persons Responsible

Harter

### Target Dates or Schedule:

Following faculty meeting. Post Jan. 30

### Evidence of Completion:

exit slips and observed training; ppt; D and F list.

## G9. Increase writing proficiency in the 8th and 10th grade classes by 10 percent.

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation

### Resources Available to Support the Goal

- Training sessions, direct modeling to teachers by coaches, different types of graphic organizers and strategies with task-support worksheets to scaffold to build writing structure specificity and thought clarity

### Targeted Barriers to Achieving the Goal

- This increases planning time for the individual teacher and for the coaches to secure resources that are appropriate.

## Plan to Monitor Progress Toward the Goal

Student scores should increase with the sustained implementation of strategies

### Person or Persons Responsible

Admin

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Students scores on District Timed Writes and teacher-graded writing prompts; reflections when strategy was implemented

**G10.** Increase student proficiency in reading and comprehension by from 46 percent to state target of 59 percent

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

### Resources Available to Support the Goal

- Teacher plans and practices that increase comprehension of content-area reading

### Targeted Barriers to Achieving the Goal

- Lack of vocabulary
- Lack of reading comprehension on long passages

## Plan to Monitor Progress Toward the Goal

Analyze results of tests juxtaposed against observed, delivered instruction

**Person or Persons Responsible**

Admin

**Target Dates or Schedule:**

Oct. 1 through May 30

**Evidence of Completion:**

classroom visits, summative and formative assessments with targeted benchmarks

**G11. Create a detention program to decrease out-of-school suspensions by 10 percent.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- CTE
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Institution of after-school detention in a three-hour block as an aid to curb undesired behaviors without detracting from instructional time.

**Targeted Barriers to Achieving the Goal**

- No funding to pay for instructional personnel to supervise detention.

## Plan to Monitor Progress Toward the Goal

Data on numbers of students assigned detention verses suspensions

**Person or Persons Responsible**

Hall

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Data presented by discipline deans.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase Post-Secondary Readiness of students by at least 10 percent to AMO target of 51 percent

**G1.B1** Teachers in a course without a clear understanding of what the ACT tests and how to deliver that instruction without a curriculum.

**G1.B1.S1** Work with teachers in dedicated PD sessions to help them understanding the content limits on the test.

### Action Step 1

Write lesson plans for direct instruction and curriculum instruction with ACT/SAT teachers; teachers will deliver instruction before technology support arrives.

#### Person or Persons Responsible

admin and ACT/SAT teachers

#### Target Dates or Schedule

Prior to school opening and on-going, weekly sessions

#### Evidence of Completion

Pacing guide, authentic lesson plans and practice

#### Facilitator:

Andrea Harter

#### Participants:

All ACT/SAT content-related teachers

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

Guide and evaluate lesson plans for effectiveness

#### Person or Persons Responsible

Dr. Denise Hall/ admin

#### Target Dates or Schedule

on-going

#### Evidence of Completion

Lesson plans that meet with approved pacing schedules, supplemented by county support when materials arrive.

### Plan to Monitor Effectiveness of G1.B1.S1

Observe classes

#### Person or Persons Responsible

Guidance/testing coordinators/ACT/SAT teachers/admin/ coaches

#### Target Dates or Schedule

On going. Reports come back to the school about 6 weeks after ACT/SAT cycle. In-house data is collected immediately

#### Evidence of Completion

PSR tracking reports kept in guidance



**G1.B1.S2** Provide teachers with a variety of practice materials and model for them in how to deliver direct instruction on areas of need until the county computer program is up and running.

**Action Step 1**

Provide materials and model for teachers how to deliver instructions and direct instruction on specific targeted, tested areas

**Person or Persons Responsible**

Andrea Harter; ACT/SAT teachers

**Target Dates or Schedule**

Sept. 30

**Evidence of Completion**

Lesson plans; ACT practice sessions on the weekend with Harter modeling

**Facilitator:**

Harter

**Participants:**

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

Evaluate students' completion and understanding of college-entrance requirements.

**Person or Persons Responsible**

Teachers/ admin

**Target Dates or Schedule**

Every three weeks; end of nine weeks; end of first semester

**Evidence of Completion**

Post tests measured against pretests in class and prep session settings.

## Plan to Monitor Effectiveness of G1.B1.S2

Ensure tests have been administered and data has been related to the students; plans adjusted as needed by the pre-tests

### Person or Persons Responsible

Lamp/ Harter

### Target Dates or Schedule

end of first semester and at conference intervals

### Evidence of Completion

practice scores

**G1.B2** Students have a lack of understanding about the time-sensitive nature of becoming PSR early in their senior year and may run out of time.

**G1.B2.S1** Teach college-entrance test-taking strategies and information about the test through class visits and Saturday instruction.

### Action Step 1

teach strategies and information about the test

### Person or Persons Responsible

Guidance counselors and classroom teachers

### Target Dates or Schedule

monthly

### Evidence of Completion

increased participation in college-entrance exam tests given off campus.

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

ACT/SAT/PERT data

### Person or Persons Responsible

Harter and Jeffery Tuccillo

### Target Dates or Schedule

monthly

### Evidence of Completion

increased individual student scores

### Plan to Monitor Effectiveness of G1.B2.S1

Fidelity of AC/SAT/PERT data and publicity and information campaign

**Person or Persons Responsible**

Admin

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

growth from quarter to quarter and from current year to previous year.

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

Check schedules and class lists to ensure all affected students are enrolled in ACT/SAT course

**Person or Persons Responsible**

Tuccillo; Hall

**Target Dates or Schedule**

Prior to school opening

**Evidence of Completion**

Master schedule; class lists

### Plan to Monitor Effectiveness of G1.B2.S2

Evaluate if the classes and practice sessions lead to an increase in students testing and becoming PSR

**Person or Persons Responsible**

Tuccillo

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

PSR reports from the county

**G2. Increase the number of students enrolled in industry-certification courses from 25 percent to 35 percent**

**G2.B1** Teachers who are not yet attained the professional industry certification may not know the content limits on the test.

**G2.B1.S1** Conduct in-house training sessions about the content and scope of the industry-certification course (Photoshop) and offer resources and strategies about the test and how to master it.

**Action Step 1**

Plan for direct instruction and curriculum instruction with CTE teachers

**Person or Persons Responsible**

Tuccillo and Sherwood

**Target Dates or Schedule**

Prior to school opening and on-going, weekly sessions, dedicated PLC day Oct. 30, 2013

**Evidence of Completion**

Pacing guide, authentic lesson plans, and practice

**Facilitator:**

Tuccillo; Lamp

**Participants:**

All CTE teachers

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

Lesson plans for direct instruction

**Person or Persons Responsible**

Dr. Denise Hall/ admin

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Lesson plans that meet with approved pacing schedules, supplemented by county support when materials arrive.

### Plan to Monitor Effectiveness of G2.B1.S1

Student progress on practice materials and industry certification tests

**Person or Persons Responsible**

Tuccillo

**Target Dates or Schedule**

by Dec. 15

**Evidence of Completion**

Test score reports

### G2.B1.S2 Have teachers take test to attain industry certification.

**Action Step 1**

Schedule industry certification tests and set dates for completion

**Person or Persons Responsible**

Hall

**Target Dates or Schedule**

Oct. 20

**Evidence of Completion**

Certification of pass/fail

### Plan to Monitor Fidelity of Implementation of G2.B1.S2

Teachers take the tests as indicated by the principal

**Person or Persons Responsible**

Hall

**Target Dates or Schedule**

by Oct. 23

**Evidence of Completion**

Test score reports; certificates of industry certification

## Plan to Monitor Effectiveness of G2.B1.S2

Observe teacher instruction before and after attaining industry certification

### Person or Persons Responsible

Hall

### Target Dates or Schedule

March 1

### Evidence of Completion

observations; Teacher test scores

## G2.B2 Lack of a textbook

**G2.B2.S1** Create a student-driven text outline through web discovery with instructor support. Translate and use web tutorials.

### Action Step 1

Create a student-driven text outline through web discovery with instructor support. Translate and use web tutorials.

### Person or Persons Responsible

CTE teachers

### Target Dates or Schedule

By end of first nine-weeks and updated as necessary

### Evidence of Completion

Student work product

## Plan to Monitor Fidelity of Implementation of G2.B2.S1

Check for implementation of student resource guide

### Person or Persons Responsible

Jeff Tuccillo

### Target Dates or Schedule

By Jan. 30

### Evidence of Completion

Student work product

## Plan to Monitor Effectiveness of G2.B2.S1

Monitor for student engagement and use of student-created materials

### Person or Persons Responsible

Hall; Tuccillo; Harter

### Target Dates or Schedule

ongoing

### Evidence of Completion

observations, informal and formal visits.

**G3.** Identify all below-grade-level students and schedule them into appropriate courses to be successful, including intensive math and intensive reading classes.

**G3.B1** Pending tests to determine levels of achievement may alter schedules late into the first nine weeks and create some scheduling problems that will cross teams.

**G3.B1.S1** Adjust teams if necessary. Communicate to parents the reason for the schedule change.

### Action Step 1

Create student schedules that maximize student course offerings to address deficiencies in non-mastered courses and in on-time courses

### Person or Persons Responsible

Tuccillo

### Target Dates or Schedule

Prior to Aug. 20. Communicate again when classes are adjusted after district funding

### Evidence of Completion

Master schedule; grade lists

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

Identify classes that have mixed cohorts and do schedule checks to make sure students are on track.

#### **Person or Persons Responsible**

Tuccillo

#### **Target Dates or Schedule**

Aug. 20

#### **Evidence of Completion**

Student schedules; guidance-initiated plan to have students catch up on the courses to remain in their cohort.

### **Plan to Monitor Effectiveness of G3.B1.S1**

Evaluate master schedule when district placement tests return to ensure students still have the required courses in remediation and on-time cohort

#### **Person or Persons Responsible**

Tuccillo

#### **Target Dates or Schedule**

Every nine weeks or when changes are made

#### **Evidence of Completion**

Guidance logs; class lists



**G4. Increase the graduation rate by 5 percent**

**G4.B1** Several high school students have not passed the FCAT yet, and have only two more opportunities to pass it before graduation.

**G4.B1.S1** Offer test specific tips and practice prior to the test (test-taking strategies and question identification/classification). Students self-assess using their previous data to focus on weak areas.

**Action Step 1**

Conduct weekend sessions for test-taking strategies. Teach students to self assess

**Person or Persons Responsible**

ACT Team/coaches/ACT/SAT teachers and Harter

**Target Dates or Schedule**

October sessions and January

**Evidence of Completion**

Student attendance and testing records and surveys from ACT prept

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

Monitor status of senior checks

**Person or Persons Responsible**

Tuccillo

**Target Dates or Schedule**

end of each 9 weeks

**Evidence of Completion**

Senior check report

**Plan to Monitor Effectiveness of G4.B1.S1**

Evaluate the number of students on track to graduate

**Person or Persons Responsible**

Tuccillo

**Target Dates or Schedule**

End of each nine weeks

**Evidence of Completion**

On-time graduation report

**G4.B1.S2** Provide teachers with direct instruction support on FCAT benchmarks for re-take students to provided enriched, targeted instruction on areas of non-mastery

**Action Step 1**

Provide benchmarks to new teachers and to veterans new resources, electronic and print, to support benchmark mastery and an understanding of the expectations of what and how the standards are assessed.

**Person or Persons Responsible**

Bonnie Lamp and Reading teachers

**Target Dates or Schedule**

Sept. 15; Oct 1 modeling session before students in practice setting

**Evidence of Completion**

PLC meeting minutes where resources were presented. Coaching logs with specific interventions with teachers on FCAT data and materials students needs to work on.

**Facilitator:**

Bonnie Lamp/ Laura Gruninger/ district coach

**Participants:**

All reading teachers in retake classes.

**Plan to Monitor Fidelity of Implementation of G4.B1.S2**

Monitor fidelity of benchmark delivery and authentic student practice

**Person or Persons Responsible**

Lamp/Gruninger/admin

**Target Dates or Schedule**

during classroom visits and in PLC meetings

**Evidence of Completion**

Support logs

## Plan to Monitor Effectiveness of G4.B1.S2

FCAT retake scores

### Person or Persons Responsible

Lamp/Gruninger/Saoud/Tuccillo

### Target Dates or Schedule

As released in January and May. District mini-checks on benchmark data as appropriate.

### Evidence of Completion

leadership notes/ action plans if needed for increased rigor.

## G5. Increase Math Proficiency by 10 percent

### G5.B1 Technology not delivered on time to support students

**G5.B1.S1** Develop additional lessons that support the benchmarks, aligned to the CGAs, to deliver direct instruction while waiting for technology supports.

#### Action Step 1

Direct instruction plans as a gap for missing technology support

#### Person or Persons Responsible

Math teachers with Coach Lori Westberry

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans

#### Facilitator:

County Math Coach

#### Participants:

All Math teachers and coaches

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

Check for implementation of common lesson plans

**Person or Persons Responsible**

administration and coaches

**Target Dates or Schedule**

on going. Daily visits

**Evidence of Completion**

teacher observations/coach notes

### Plan to Monitor Effectiveness of G5.B1.S1

Evaluate engagement

**Person or Persons Responsible**

Coach/testing coordinator/ administrative team

**Target Dates or Schedule**

weekly and as data is delivered

**Evidence of Completion**

End of the year CGA assessments and other county measurables.

**G5.B3** Lack of rigor

**G5.B3.S1** Train Teachers on key benchmarks and delivery systems.

**Action Step 1**

Train Teachers on key benchmarks and delivery systems.

**Person or Persons Responsible**

Math teachers/coach

**Target Dates or Schedule**

weekly in PLC

**Evidence of Completion**

minutes of PLC

**Facilitator:**

Math Coach

**Participants:**

All math teachers

**Plan to Monitor Fidelity of Implementation of G5.B3.S1**

Check for benchmark incorporation and deliver via lesson plans and classroom observation

**Person or Persons Responsible**

Admin/coach/district coach

**Target Dates or Schedule**

on observation. Coach meets weekly. District Coach also visits weekly

**Evidence of Completion**

Support logs

### Plan to Monitor Effectiveness of G5.B3.S1

Evaluate scores on EOC and district benchmark scores

#### Person or Persons Responsible

Math coach/testing coordinator/Curriculum manager/admin

#### Target Dates or Schedule

as appropriate after a testing cycle

#### Evidence of Completion

District benchmark progress markers each nine weeks.

### G6. Increase the number of students eligible to earn industry certifications by 10 percent

#### G6.B1 Scheduling restrictions due to size of school.

**G6.B1.S1** Identify students with specific needs and credit eligibility and schedule those students first into computer-dependent courses to maximize student exposure to the content area and certification option.

#### Action Step 1

Priority scheduling

#### Person or Persons Responsible

Jeffery Tuccillo

#### Target Dates or Schedule

Summer/ semester change

#### Evidence of Completion

Master schedule/ results from tests

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

Monitor results of certification - students exposed verses students passing certification exam

#### Person or Persons Responsible

Jeffery Tuccillo and Denise Hall

#### Target Dates or Schedule

On going; at semester intervals

#### Evidence of Completion

minutes in leadership meetings

## Plan to Monitor Effectiveness of G6.B1.S1

CTE scheduling and testing schedule

### Person or Persons Responsible

Jeff Tuccillo, possible support from Jennifer Saoud on testing schedule

### Target Dates or Schedule

November and December progress check

### Evidence of Completion

Report out at leadership meeting

**G7.** Identify students who need support and train teachers how to implement Rtl for all students who earn a D or F in the first nine weeks.

**G7.B1** Some new teachers need extra training to recognize struggling students and to provide appropriate safety nets.

**G7.B1.S1** Conduct a series of trainings with new teachers through the Professional Development Facilitator to help new teachers identify signs of stress or lack of mastery in students. New teachers are paired with veteran teachers as mentors to help identify appropriate safety nets. Coaches help teachers disaggregate data to understand the data points that signal intervention. Guidance counselors also do checks for credits and for students struggling in course venues.

### Action Step 1

Conduct a series of trainings

#### Person or Persons Responsible

All new teachers with the PDF

#### Target Dates or Schedule

Various, at least monthly

#### Evidence of Completion

MINT reports and notes and teacher's reflection. Evidence of interventions in the teacher's data logs.

#### Facilitator:

Laura Gruninger

#### Participants:

Goranson, Smiley, Hansen, Domenech, Davidson, Kirk, E. Miller, Newton, Stenbeck, Winter,

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

Report out of progress on new teacher training

**Person or Persons Responsible**

Laura Gruninger

**Target Dates or Schedule**

Monthly or as needed.

**Evidence of Completion**

Notes in administration meetings.

### Plan to Monitor Effectiveness of G7.B1.S1

Evidence of RTI

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

On going

**Evidence of Completion**

Teacher logs of RTI in student data gathering and in individualized student success plans through IEPs, or in personal progress notes kept by the classroom teacher.



**G8. Identify and correctly provide ESE students with supports required by law.**

**G8.B1 Teachers may not know the signs to initiate a referral for screening.**

**G8.B1.S1 Hold a training on steps teachers should take if they suspect a student needs ESE services.**

**Action Step 1**

Create a powerpoint to put together "look-fors" to present to the faculty.

**Person or Persons Responsible**

Tuccillo and Harter

**Target Dates or Schedule**

Nov. 30

**Evidence of Completion**

List of look-fors in a powerpoint and handout

**Facilitator:**

Hall; Tuccillo; Roberts

**Participants:**

All faculty

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

Make sure the training has been delivered or is scheduled for a faculty meeting

**Person or Persons Responsible**

Gruninger

**Target Dates or Schedule**

Jan. 30

**Evidence of Completion**

PPT; faculty meeting agenda

### Plan to Monitor Effectiveness of G8.B1.S1

Create an exit slip showing understanding from teachers

**Person or Persons Responsible**

Tuccillo; Smith

**Target Dates or Schedule**

Scheduled by Jan. 30

**Evidence of Completion**

Exit slips

**G8.B1.S2** Train new teachers and refresh veteran teachers on how to read and implement an IEP and the laws about compliance.

**Action Step 1**

Contact the District ESE specialists and schedule a voluntary on-site training on IEPs and differentiation

**Person or Persons Responsible**

ESE Department Chair Valencia Roberts

**Target Dates or Schedule**

The week of January 19 In-Service (teacher workday)

**Evidence of Completion**

Training agenda

### Plan to Monitor Fidelity of Implementation of G8.B1.S2

Review the email trail showing the training has been scheduled

**Person or Persons Responsible**

Harter

**Target Dates or Schedule**

By Jan. 19

**Evidence of Completion**

Email and verification by Roberts that training is scheduled

## Plan to Monitor Effectiveness of G8.B1.S2

D and F list of ESE students is verified that accommodations have been provided for the student

### Person or Persons Responsible

Roberts

### Target Dates or Schedule

by Jan. 19

### Evidence of Completion

Email of compliance and contact with teachers.

## G9. Increase writing proficiency in the 8th and 10th grade classes by 10 percent.

**G9.B1** This increases planning time for the individual teacher and for the coaches to secure resources that are appropriate.

**G9.B1.S1** Create an electronic resource and a comprehensive list of strategies for teachers to consult and provide modelings for those strategies through PLCs.

### Action Step 1

Create a comprehensive list of strategies for teachers to consult

### Person or Persons Responsible

Lamp and Gruninger

### Target Dates or Schedule

first nine weeks and second nine weeks

### Evidence of Completion

Creating a hard copy and electronic copy of strategies, attempts at implementation and teacher reaction/reflection on the strategies.

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

Monitor for creation of resource

**Person or Persons Responsible**

Admin

**Target Dates or Schedule**

end of the first nine weeks

**Evidence of Completion**

Notes from leadership meetings or report-out to principal on progress of creating the resource

### Plan to Monitor Effectiveness of G9.B1.S1

Coach's modeling and instruction and teachers' use of effective writing strategies

**Person or Persons Responsible**

Admin

**Target Dates or Schedule**

Sept. 1 - May 30

**Evidence of Completion**

Documented PLC conversations and observations and documented lesson plans

### Plan to Monitor Fidelity of Implementation of G9.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G9.B1.S2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G10.** Increase student proficiency in reading and comprehension by from 46 percent to state target of 59 percent

### **G10.B1** Lack of vocabulary

**G10.B1.S1** Implement text-oriented vocabulary to the daily lesson across the curriculum, that is content-specific and includes academic language.

### Action Step 1

Lead teachers in Implementing text-oriented vocabulary to the daily lesson across the curriculum, both in content and in academic focus areas

### Person or Persons Responsible

Lamp, Gruninger, Westberry

### Target Dates or Schedule

October 1

### Evidence of Completion

common lesson plans and practice that incorporates daily, targeted vocabulary instruction

### Facilitator:

Laura Gruninger, Bonnie Lamp, Lori Westberry, and admin

### Participants:

All ELA, Social Studies, Math

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

Vocabulary instruction in classrooms

**Person or Persons Responsible**

Admin

**Target Dates or Schedule**

Oct. 1

**Evidence of Completion**

formal, daily, and informal observations

### Plan to Monitor Effectiveness of G10.B1.S1

Intentional vocabulary instruction should increase student proficiency on FCAT and other similar assessments.

**Person or Persons Responsible**

Tuccillo, Saoud

**Target Dates or Schedule**

As district benchmarks and CGA's return; at least every nine weeks

**Evidence of Completion**

increased vocabulary performance on tests and overall increased demonstrated performance on high-stakes tests

**G10.B2** Lack of reading comprehension on long passages

**G10.B2.S1** Build in a school-wide plan to focus on content reading each class with teacher modeling on how to break down text

**Action Step 1**

Instruct teachers in how to create meaningful reading opportunities and model from content-based material in class through TDE training on gradual release

**Person or Persons Responsible**

Coaches

**Target Dates or Schedule**

Aug. 20 - May 30

**Evidence of Completion**

Coach-presented lessons, professional articles, lesson plans/observations

**Facilitator:**

Laura Gruninger/Bonnie Lamp/Lori Westberry

**Participants:**

all content areas

**Plan to Monitor Fidelity of Implementation of G10.B2.S1**

Monitor Coach's plans and teacher engagement in TDE training. Model help if necessary

**Person or Persons Responsible**

Hall, Harter

**Target Dates or Schedule**

Aug. 30- May 30

**Evidence of Completion**

observations, Focus instructional plan, coaches notes and agendas.

### Plan to Monitor Effectiveness of G10.B2.S1

Observe if teachers are successfully deploying gradual release in teaching reading strategies and students are implementing those strategies

**Person or Persons Responsible**

Admin

**Target Dates or Schedule**

Sept. 15 - May 30

**Evidence of Completion**

Lesson plans, observations

**G11.** Create a detention program to decrease out-of-school suspensions by 10 percent.

**G11.B1** No funding to pay for instructional personnel to supervise detention.

**G11.B1.S1** Create a schedule for admin and deans to supervise detention.

**Action Step 1**

Implementation of a detention schedule

**Person or Persons Responsible**

Shields and Larkins

**Target Dates or Schedule**

by Oct. 15, 2013

**Evidence of Completion**

schedule

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

Monitor to make sure detention is scheduled and covered

**Person or Persons Responsible**

Harter; Tuccillo

**Target Dates or Schedule**

Oct. 1

**Evidence of Completion**

minutes from leadership meeting(s), detention schedule



## Plan to Monitor Effectiveness of G11.B1.S1

Schedule implemented and students are supervised until release at 5:15 p.m.

### Person or Persons Responsible

Admin

### Target Dates or Schedule

Oct. 1

### Evidence of Completion

Schedule. Attendance roster of students who attend/do not attend/sent out for behavior non-compliance

## 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

Our school has expanded the CTE offerings to include all 11th and 12th graders in digital media classes, and has enhanced its offerings in the middle school grades to include computer classes so that students can enhance use and proficiency as they move into expanded CTE offerings. Last year, Microsoft Office was offered as a certification course. The school reviews annually certificates that are of the most beneficial in a post-secondary offering, and attempts to match or to anticipate areas of growth in the community, in an effort to provide students with coursework that will allow them a competitive edge in the marketplace following graduation.

Additionally, guidance counselors conduct year-long anti-bullying sessions with students to education them about the power of positive relationships and about speaking up and respecting other lifestyles and backgrounds that students encounter.

## 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. Increase Post-Secondary Readiness of students by at least 10 percent to AMO target of 51 percent

**G1.B1** Teachers in a course without a clear understanding of what the ACT tests and how to deliver that instruction without a curriculum.

**G1.B1.S1** Work with teachers in dedicated PD sessions to help them understanding the content limits on the test.

#### PD Opportunity 1

Write lesson plans for direct instruction and curriculum instruction with ACT/SAT teachers; teachers will deliver instruction before technology support arrives.

##### Facilitator

Andrea Harter

##### Participants

All ACT/SAT content-related teachers

##### Target Dates or Schedule

Prior to school opening and on-going, weekly sessions

##### Evidence of Completion

Pacing guide, authentic lesson plans and practice

**G1.B1.S2** Provide teachers with a variety of practice materials and model for them in how to deliver direct instruction on areas of need until the county computer program is up and running.

**PD Opportunity 1**

Provide materials and model for teachers how to deliver instructions and direct instruction on specific targeted, tested areas

**Facilitator**

Harter

**Participants**

**Target Dates or Schedule**

Sept. 30

**Evidence of Completion**

Lesson plans; ACT practice sessions on the weekend with Harter modeling

**G2.** Increase the number of students enrolled in industry-certification courses from 25 percent to 35 percent

**G2.B1** Teachers who are not yet attained the professional industry certification may not know the content limits on the test.

**G2.B1.S1** Conduct in-house training sessions about the content and scope of the industry-certification course (Photoshop) and offer resources and strategies about the test and how to master it.

**PD Opportunity 1**

Plan for direct instruction and curriculum instruction with CTE teachers

**Facilitator**

Tuccillo; Lamp

**Participants**

All CTE teachers

**Target Dates or Schedule**

Prior to school opening and on-going, weekly sessions, dedicated PLC day Oct. 30, 2013

**Evidence of Completion**

Pacing guide, authentic lesson plans, and practice

**G4. Increase the graduation rate by 5 percent**

**G4.B1** Several high school students have not passed the FCAT yet, and have only two more opportunities to pass it before graduation.

**G4.B1.S2** Provide teachers with direct instruction support on FCAT benchmarks for re-take students to provided enriched, targeted instruction on areas of non-mastery

**PD Opportunity 1**

Provide benchmarks to new teachers and to veterans new resources, electronic and print, to support benchmark mastery and an understanding of the expectations of what and how the standards are assessed.

**Facilitator**

Bonnie Lamp/ Laura Gruninger/ district coach

**Participants**

All reading teachers in retake classes.

**Target Dates or Schedule**

Sept. 15; Oct 1 modeling session before students in practice setting

**Evidence of Completion**

PLC meeting minutes where resources were presented. Coaching logs with specific interventions with teachers on FCAT data and materials students needs to work on.

## **G5. Increase Math Proficiency by 10 percent**

### **G5.B1 Technology not delivered on time to support students**

**G5.B1.S1** Develop additional lessons that support the benchmarks, aligned to the CGAs, to deliver direct instruction while waiting for technology supports.

#### **PD Opportunity 1**

Direct instruction plans as a gap for missing technology support

##### **Facilitator**

County Math Coach

##### **Participants**

All Math teachers and coaches

##### **Target Dates or Schedule**

Weekly

##### **Evidence of Completion**

Lesson plans

### **G5.B3 Lack of rigor**

**G5.B3.S1** Train Teachers on key benchmarks and delivery systems.

#### **PD Opportunity 1**

Train Teachers on key benchmarks and delivery systems.

##### **Facilitator**

Math Coach

##### **Participants**

All math teachers

##### **Target Dates or Schedule**

weekly in PLC

##### **Evidence of Completion**

minutes of PLC

**G7.** Identify students who need support and train teachers how to implement RtI for all students who earn a D or F in the first nine weeks.

**G7.B1** Some new teachers need extra training to recognize struggling students and to provide appropriate safety nets.

**G7.B1.S1** Conduct a series of trainings with new teachers through the Professional Development Facilitator to help new teachers identify signs of stress or lack of mastery in students. New teachers are paired with veteran teachers as mentors to help identify appropriate safety nets. Coaches help teachers disaggregate data to understand the data points that signal intervention. Guidance counselors also do checks for credits and for students struggling in course venues.

### **PD Opportunity 1**

Conduct a series of trainings

#### **Facilitator**

Laura Gruninger

#### **Participants**

Goranson, Smiley, Hansen, Domenech, Davidson, Kirk, E. Miller, Newton, Stenbeck, Winter,

#### **Target Dates or Schedule**

Various, at least monthly

#### **Evidence of Completion**

MINT reports and notes and teacher's reflection. Evidence of interventions in the teacher's data logs.

**G8. Identify and correctly provide ESE students with supports required by law.**

**G8.B1 Teachers may not know the signs to initiate a referral for screening.**

**G8.B1.S1 Hold a training on steps teachers should take if they suspect a student needs ESE services.**

**PD Opportunity 1**

Create a powerpoint to put together "look-fors" to present to the faculty.

**Facilitator**

Hall; Tuccillo; Roberts

**Participants**

All faculty

**Target Dates or Schedule**

Nov. 30

**Evidence of Completion**

List of look-fors in a powerpoint and handout

**G10. Increase student proficiency in reading and comprehension by from 46 percent to state target of 59 percent**

**G10.B1 Lack of vocabulary**

**G10.B1.S1 Implement text-oriented vocabulary to the daily lesson across the curriculum, that is content-specific and includes academic language.**

**PD Opportunity 1**

Lead teachers in Implementing text-oriented vocabulary to the daily lesson across the curriculum, both in content and in academic focus areas

**Facilitator**

Laura Gruninger, Bonnie Lamp, Lori Westberry, and admin

**Participants**

All ELA, Social Studies, Math

**Target Dates or Schedule**

October 1

**Evidence of Completion**

common lesson plans and practice that incorporates daily, targeted vocabulary instruction



**G10.B2** Lack of reading comprehension on long passages

**G10.B2.S1** Build in a school-wide plan to focus on content reading each class with teacher modeling on how to break down text

**PD Opportunity 1**

Instruct teachers in how to create meaningful reading opportunities and model from content-based material in class through TDE training on gradual release

**Facilitator**

Laura Gruninger/Bonnie Lamp/Lori Westberry

**Participants**

all content areas

**Target Dates or Schedule**

Aug. 20 - May 30

**Evidence of Completion**

Coach-presented lessons, professional articles, lesson plans/observations

## Appendix 2: Budget to Support School Improvement Goals