Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Zenith
2218 E IRLO BRONSON MEMORIAL HWY
Kissimmee, FL 34744
407-846-3976
www.osceola.k12.fl.us

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	Yes	*[Data Not Available]*
Alternative/ESE Center	**Charter School**	**Minority Rate**
Yes	No	*[Data Not Available]*

School Grades History

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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
Zenith

Principal
Sheryl A. Alexander

School Advisory Council chair
Dr. Raymond Findlater

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

Name	Title
Sheryl A. Alexander	Principal
Frances O'Connor	Assistant Principal
Ricardo Catala	Dean
Delilah Phillips	Literacy Coach
Lorine Guzman	Guidance Counselor
Melissa Cooper	Guidance Counselor
Cindy McKenna	Media Specialist/Testing Coordinator

District-Level Information

District
Osceola

Superintendent
Mrs. Melba Luciano

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

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

Membership of the SAC

Raymond Findlater, Chair; Sheryl A. Alexander, Principal; Frances O'Connor, Asst. Principal; Ana Suarez-Thompson, Teacher; Maritza Santiago, Teacher; Delilah Phillips, Literacy Coach; Tameka Vazquez, Para; Debbie McCulley, Para

Involvement of the SAC in the development of the SIP

The SAC Chair coordinates the SIP committee and the committee is made up of at least 4 members of SAC. The SIP is discussed and approved by the SAC.

Activities of the SAC for the upcoming school year

SAC members will participate in the SAC Mini-Conference (which includes workshops on a variety of District policies and programs); the Superintendents Parent Leadership Cadre meetings held monthly; parent literacy night; parent graduation night, in addition, SAC will participate in the scheduled college fair, providing refreshments, etc.

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

Parent Literacy Night
Parent Graduation Night
College Fair
PBS Incentives
Staff Appreciation
Graduation Transportation

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

Not In Compliance

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

Recruitment drives, school newsletters sent home to parents, open house information booth, participation of SAC members during College Fair, and parent literacy and graduation night.

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:

Sheryl A. Alexander		
Principal	Years as Administrator: 18	Years at Current School: 8
Credentials	Degrees: MS Educational Leadership, BS Social Science Certifications: School Principal K-12, Varying Exceptionalities K-12, Middle Grades Integrated Curriculum, Social Science 6-8	
Performance Record	N/A	

Frances O'Connor		
Asst Principal	Years as Administrator: 5	Years at Current School: 1

Credentials	Degrees: B.S. Clinical Laboratory Technologist/PreMed; MS Secondary Education; MS School Administration and Supervision Certifications: Educational Leadership
Performance Record	N/A

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Delilah Phillips		
Full-time / School-based	Years as Coach: 7	Years at Current School: 8
Areas	Reading/Literacy	

Credentials	Degrees: MS Reading K-12, EDS Administration and Supervision, BS Behavioral Science Certifications: Sociology 6-12, English 5-9, Administration and Supervision K-12, ESE K-12, Reading K-12
Performance Record	N/A

Classroom Teachers

# of classroom teachers

20

 # receiving effective rating or higher

20, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

20, 100%

 # ESOL endorsed

18, 90%

 # reading endorsed
3, 15%

 # with advanced degrees
13, 65%

 # National Board Certified
0, 0%

 # first-year teachers
1, 5%

 # with 1-5 years of experience
7, 35%

 # with 6-14 years of experience
8, 40%

 # with 15 or more years of experience
4, 20%

Education Paraprofessionals

# of paraprofessionals
6

 # Highly Qualified
6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
3

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

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

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

The administration attends job fairs, uses Wilnocular to search for qualified applicants and reviews resumes submitted. Interested applicants will be interviewed by administration and the expectations will be addressed in the interview. Professional Learning Communities (PLC) focus on student performance, data and strategies for improvement. The goal of the PLC is to development effective instruction that leads to student achievement.

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

Any status 3 and status 9 teachers are assigned a mentor. This is generally done during preplanning. Mentors are Zenith/Axis teachers who must hold a valid certificate, have a minimum of three years teaching experience, have mentor training, demonstrate effective teaching performance, and have Highly Effective or Effective on evaluations.

In addition, a volunteer mentor is chosen for all teachers who are new to the school. This is done at the same meeting at which status 3 and status 9 teachers are assigned mentors. Meetings with mentors, paid and volunteer, are at the discretion of the new teacher-mentor pair

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

We work as a team comprised of the Principal, Assistant Principal, School Counselors (2), Reading Coach, Math Department Chair, ESE Resource Compliance Specialist, Dean, School Psychologist and Classroom Teacher to review the data and make decisions as a team, with administrative approval and support. By reviewing the data that consists of academic performance, credit completion in high school, graduation rates, FCAT, EOC scores and trends, and FAIR results we can determine where there are gaps in progress and cater our programs and teacher support to minimize those gaps. Resource allocation such as Title I funds, ESE funds, and school budget is utilized in programs such as Reading and Math educational support classes for students (Intensive Reading and Math), training for teachers and staff on instructional techniques, test preparation support for students and after-school opportunities that provide the same support and design as the school day programs.

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

Each team member utilizes their specialization and title to determine how they contribute to the leadership team. The Principal facilitates management, monitors data, budget, staff supervision, and offers support, AP ensures proper use of Title I approaches and monitors data including attendance, the dean of students handles disciplinary data and management, the school counselors review academic performance data and progress monitor each student, the ESE Compliance Specialist monitors that student's needs are recognized and program fidelity for Special Education, the Reading Coach and Math Coach review scores for improving achievement for students and design interventions to meet those needs, the School Psychologist handles testing for educational placement and supports the IAT Team.

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

Initial meeting comprised of the leadership team led to development of the SIP. Monthly review of data provided in the MTSS meeting assists the IAT Team to consistently progress monitor the performance of the interventions in place and at that time provide the opportunity for the team to reassess the effectiveness of those interventions. This includes but is not limited to academic review, support interventions for low performing students, discipline, and attendance. The leadership team in addition conducts classroom observations and a performance review of instructional staff to ensure that content is being delivered focused on Common Core.

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

Initially, the data is collected following the end of the calendar school year. The summer then involves planning interventions and support services for the following year. ODMS is the system used to collect data for the district. This secured web based resource site contains all data needed such as FCAT and EOC scores for placement into intensive courses, attendance and behavior to determine the effectiveness of discipline procedures and attendance policies as well as student information to ensure that personal educational needs (ESE, 504, ESL) are taken into consideration when planning scheduling.

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

The procedure and structure for MTSS will be shown to staff at a faculty meeting. This will include the interventions in place for Tier One, Two and Three. Monthly meetings for MTSS will help progress monitor data and analyze the effectiveness of the programs in place. All students are provided Tier One MTSS interventions as part of the school program. Parents will be notified when an MTSS Tier Two or Tier Three intervention is in place through written notification.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 4,800

We provide extended learning opportunities by offering various programs after school. The most common programs are impact and End-of-Course remediation.

Strategy Purpose(s)

- Instruction in core academic subjects

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

We analyze the assessment data in detail to determine which programs to offer and which areas to focus on to increase academic achievement. The effectiveness of the impact program is determined by the number of credits completed by each student and their eligibility for graduation. Individual assessment data is used to determine the effectiveness of the other programs, by analyzing the data and determining student gains.

Who is responsible for monitoring implementation of this strategy?

Impact Lab and math department chairs

Literacy Leadership Team (LLT)

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

Name	Title
Sheryl Alexander	Principal

Name	Title
Frances O'Connor	Assistant Principal
Delilah Phillips	Literacy Coach
Cassanadra Barnhill	Reading Teacher
Karen Edge	Reading Teacher
Amy Moral	Social Studies Teacher
Laura Vaughn	Reading Teacher
Nicole Hawkins	ELA Teacher

How the school-based LLT functions

Monthly meetings, member sign-in, coaches review common core and other updates, professional development

Major initiatives of the LLT

Vocabulary development, passing FCAT 2.0, reading ACT and Common Core modules

Every Teacher Contributes to Reading Instruction

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

We provide progress monitoring, differentiated instruction, data chats, ACT remediation, Intensive Reading, vocabulary development, Silent Reading Wednesdays, Road to Reading

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

Zenith is a school with a career track. Some students are trained in a career field that prepares them for the world of work or for further training at the post secondary level. Academically, the students complete required courses in the impact lab or through direct instruction which expedites the graduation process.

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

Students elect to attend Zenith with the understanding that they will complete their academics and choose a career program. The students select their career prior to entering Zenith and are guided through the program with periodic credit checks that map out their academic plan using a computer program called Zenith Classes. All students received a copy of their academic plan.

Strategies for improving student readiness for the public postsecondary level

Students are encouraged to participate in ACT preparation classes and dual enrollment classes are available at Valencia. Students can receive assistance regarding financial aid, scholarships, and college application through the career lab and college fairs are offered throughout the school year.

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	17%	10%	No	25%
American Indian				
Asian				
Black/African American	8%	7%	No	17%
Hispanic	17%		No	25%
White				
English language learners	8%	7%	No	17%
Students with disabilities	14%	2%	No	22%
Economically disadvantaged	17%	5%	No	25%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	10%	15%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		6%

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%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	63	38%	40%
Students in lowest 25% making learning gains (FCAT 2.0)	38	23%	25%

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)	45	68%	70%
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]*		15%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	28%	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.	*[data excluded for privacy reasons]*		5%

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	40	34%	35%
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				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	66	30%	35%
Students in lowest 25% making learning gains (EOC)	29	13%	18%

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.	*[data excluded for privacy reasons]*		5%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	11%	15%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		2%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	14%	5%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		1%

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	22	27%	15%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		3%

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		2
Participation in STEM-related experiences provided for students	0	0%	5%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in *accelerated* 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	303	100%	25%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	6	2%	0%
Passing rate (%) for students who take CTE industry certification exams		16%	0%
CTE program concentrators	32	11%	0%
CTE teachers holding appropriate industry certifications	5	75%	80%

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	229	78%	73%
Students in ninth grade with one or more absences within the first 20 days	25	71%	65%
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0	99	45%	40%
Students who fail to progress on-time to tenth grade	33	28%	20%
Students who receive two or more behavior referrals	61	21%	18%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	101	34%	30%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	5	1%	0%
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)	86	63%	78%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	39	29%	54%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	5	4%	2%

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

Title I Annual meetings and Graduation/Literacy Parent Nights will be held twice this year. A college fair will also be held.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Title I Annual Meeting	5	1%	2%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. To increase the proficiency rate on the Algebra I EOC from 15% in 2012-2013 to 18% in 2013-2014

G2. To increase the proficiency rate on the Reading FCAT from 10% in 2012-2013 to 15% in 2013-2014

Goals Detail

G1. To increase the proficiency rate on the Algebra I EOC from 15% in 2012-2013 to 18% in 2013-2014

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- After school remediation
- Group students by ability levels

Targeted Barriers to Achieving the Goal
- Low proficiency levels in math

Plan to Monitor Progress Toward the Goal

Mini-assessment results

Person or Persons Responsible
Teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Data logs

G2. To increase the proficiency rate on the Reading FCAT from 10% in 2012-2013 to 15% in 2013-2014

Targets Supported

Resources Available to Support the Goal
- Reading Plus
- ACT Prep
- Common Core Module training
- Reading Leadership Team meetings
- Monthly Professional Learning Communities
- Marzano Resource Lab trainings
- Vocabulary for the Common Core
- School-wide literacy incentives
- FCAT Explorer

Targeted Barriers to Achieving the Goal
- Students are not on grade level with reading

Plan to Monitor Progress Toward the Goal

If students are not showing sufficient progress then they will be remediated. And those who are showing progress will be provided enrichment activities.

Person or Persons Responsible
Teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Assesments and data logs.

Action Plan for Improvement

Problem Solving Key

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

G1. To increase the proficiency rate on the Algebra I EOC from 15% in 2012-2013 to 18% in 2013-2014

G1.B2 Low proficiency levels in math

G1.B2.S1 Provide after school remediation prior to Algebra I EOC administration

Action Step 1

Identify those students taking the Algebra I EOC

Person or Persons Responsible

Testing Coordinator

Target Dates or Schedule

Four weeks prior to test administration date

Evidence of Completion

Student attendance record

Facilitator:

Assistant Principal

Participants:

Math Teachers

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

Identify individual student's benchmark weak areas based on prior EOC scores

Person or Persons Responsible

Teacher

Target Dates or Schedule

Five weeks prior to EOC administration

Evidence of Completion

Data logs

Plan to Monitor Effectiveness of G1.B2.S1

Mini-assessment results

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Data log

G2. To increase the proficiency rate on the Reading FCAT from 10% in 2012-2013 to 15% in 2013-2014

G2.B1 Students are not on grade level with reading

G2.B1.S1 Scheduling students in class based on their reading proficiency.

Action Step 1

Scheduling students in class based on their reading proficiency.

Person or Persons Responsible

Counselor, Reading Coach & Assistant Principal

Target Dates or Schedule

Every quarter

Evidence of Completion

Student Schedules

Facilitator:

Reading Coach

Participants:

Reading Teachers

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

Data analysis

Person or Persons Responsible

Teacher

Target Dates or Schedule

Several times during the quarter

Evidence of Completion

Data analysis will indicate student progression and need for remediation.

Plan to Monitor Effectiveness of G2.B1.S1

Formative and common assesments. Baseline & post test will also be done.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Several times during the quarter

Evidence of Completion

Reading plus data, formative and common assesment data.

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

Title I, Part A
To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and after school programs, Saturday and summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. The Reading Coach develops and leads programs based on Common Core Standards curriculum/behavior assessment and intervention approaches.
Title I, Part C-Migrant
When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.
Titel I Part D
When Neglected and/or Delinquent chilren are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.
Title II
Professional Development is provided for PDA+, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation.
Title X
To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to, shoes, transportation, and school physicals.

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. To increase the proficiency rate on the Algebra I EOC from 15% in 2012-2013 to 18% in 2013-2014

G1.B2 Low proficiency levels in math

G1.B2.S1 Provide after school remediation prior to Algebra I EOC administration

PD Opportunity 1

Identify those students taking the Algebra I EOC

Facilitator

Assistant Principal

Participants

Math Teachers

Target Dates or Schedule

Four weeks prior to test administration date

Evidence of Completion

Student attendance record

G2. To increase the proficiency rate on the Reading FCAT from 10% in 2012-2013 to 15% in 2013-2014

G2.B1 Students are not on grade level with reading

G2.B1.S1 Scheduling students in class based on their reading proficiency.

PD Opportunity 1

Scheduling students in class based on their reading proficiency.

Facilitator

Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

Every quarter

Evidence of Completion

Student Schedules

Appendix 2: Budget to Support School Improvement Goals