



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

William M. Raines High School

3663 RAINES AVE

Jacksonville, FL 32209

904-924-3049

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

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 68%
Alternative/ESE Center No	Charter School No	Minority Rate 100%

School Grades History

2013-14 PENDING	2012-13 D	2011-12 C	2010-11 D	2009-10 D
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

William M. Raines High School

Principal

Vincent Hall

School Advisory Council chair

Donna Pressley

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

Name	Title
Porshia Jones	Assistant Principal
Timothy SImmons	Assistant Principal
Cheryl Taylor	Assistant Principal
Ira Turner	Graduation Coach
Jennifer Myer	Test Coordinator
Petrine Stanley	Guidance Department Chair
Roonique Groomes	Math Department Chair
Baby Belcher	English Department Chair
Latricia Baker	Science Department Chair
Felicia Skipper	Social Studies Department CHair
Dwayne Butler	Dean of Students
Janelle Porter	Reading Coach
Megan Crowe	Reading Interventionist
Jocelyn Grissett	Math Coach

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

The school's SAC is comprised of one president, vice-president, secretary, treasurer, four appointed community members, one student, one faculty member, six voting parents and several attending non-voting parents.

Involvement of the SAC in the development of the SIP

The school's SAC will review the initial plan and have an opportunity to read, discuss and offer suggestions to the plan during the course of the school year. The plan has been explained as a fluid document with opportunities of evaluation and change.

Activities of the SAC for the upcoming school year

The SAC will monitor the School Improvement Plan and provide suggestions for necessary adjustments. The SAC will provide monetary assistance and suggestions for student incentives.

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

The SAC will expend 2500.00 for student incentives and 2500.00 for student assessments.

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

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:

Vincent Hall		
Principal	Years as Administrator: 15	Years at Current School: 0
Credentials	B.S. English Education, M.S. Educational Leadership/Professional Educator's Certificate: English 6 – 12, Educational Leadership K12, ESOL	
Performance Record	2011-2012 – First Coast High School: School grade - pending; Reading – 37%; Math - 39%; Writing – 84%; Reading Gains – 53%; Math Gains – 50%; Reading Lowest 25% - 64%; Math Lowest 25% - 72% = 456 Applied Points 2010-2011 – Joseph Stillwell Middle School: School grade – C; Reading – 52%; Math – 48%; Writing – 88%; Science – 42%; Reading Gains – 57%; Math Gains – 60%; Reading Lowest 25% - 64%; Math Lowest 25% - 64; Total Points = 475; 74% of AYP criteria met; no subgroups met AYP. 2009-2010 – Joseph Stillwell Middle School: School grade – C; Reading – 55%; Math – 50%; Writing – 90%; Science – 40%; Reading Gains – 57%; Math Gains – 60%; Reading Lowest 25% - 63%; Math Lowest 25% - 68; 77% of AYP criteria met; SWD subgroup made AYP in Math. All other subgroups did not make AYP in Math or Reading 2008-2009 – Joseph Stillwell Middle School: School grade – B; Reading – 52%; Math – 50%; Writing – 94%; Science – 35%; Reading Gains – 62%; Math Gains – 67%; Reading Lowest 25% - 68%; Math Lowest 25% - 68; 77% of AYP criteria met; All subgroups did not make AYP in Math or Reading	

Porshia Jones		
Asst Principal	Years as Administrator: 3	Years at Current School: 0
Credentials	B.A. English, M.A. Educational Leadership/ Professional Educator's Certificate: English 5 – 9, Educational Leadership K12	
Performance Record	2011-2012 – First Coast High School: School grade - pending; Reading – 37%; Math - 39%; Writing – 84%; Reading Gains – 53%; Math Gains – 50%; Reading Lowest 25% - 64%; Math Lowest 25% - 72% = 456 Applied Points	

Timothy Simmons

Asst Principal

Years as Administrator: 6

Years at Current School: 0

Credentials

B.A. English, M.A.
 Educational Leadership/
 Professional Educator's
 Certificate: English 5 – 9,
 Educational Leadership
 K12

Performance Record

2011-2012 – First Coast High School: School grade - pending;
 Reading – 37%; Math - 39%; Writing – 84%; Reading Gains –
 53%; Math Gains – 50%; Reading Lowest 25% - 64%; Math
 Lowest
 25% - 72% = 456 Applied Points
 2010-2011 - First Coast High School: School grade C; Reading –
 30%; Math - 59%; Writing – 68%; Science – 33%; Reading Gains
 –
 40%; Math Gains – 63%; Reading Lowest 25% - 44%; Math
 Lowest
 25% - 59% ; 69% of AYP criteria met, no subgroups made AYP
 2009-2010 - First Coast High School: School grade D; Reading –
 31%; Math - 65%; Writing – 82%; Science – 32%; Reading Gains
 –
 38%; Math Gains – 69%; Reading Lowest 25% - 34%; Math
 Lowest
 25% - 55% ; 69% of AYP criteria met, no subgroups made AYP
 2008-2009 - Mandarin High School: School grade A; Reading –
 53%; Math - 83%; Writing – 86%; Science – 56%; Reading Gains
 –
 54%; Math Gains – 77%; Reading Lowest 25% - 49%; Math
 Lowest
 25% - 64%

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Janelle Porter		
Part-time / District-based	Years as Coach: 6	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	English 6-12 Reading Endorsement Educational Leadership K-12 B.S. Criminology	
Performance Record	2011-2012: Grade TBD. Reading Mastery: 32%, Learning Gains: 54%, Lowest 25% Gains: 59%. Writing 91% 2010-2011: Grade D. Reading Mastery: 27%, Learning Gains: 41%, Lowest 25% Gains: 40%. Writing: 87%. We did not make AYP in any subgroup. 2009-2010: Grade D. Reading Mastery: 26%, Learning Gains: 38%, Lowest 25% Gains: 43%. Writing: 86%. We did not make AYP in any subgroup. 2002-2006 Matthew Gilbert Middle School 2002-2004: Grade C; AYP: Met; 52% BQ; Writing: 87% 2008-2009: Jean Ribault Middle School 2008-2009: Grade: B: AYP: Yes; 79% BQ; Writing: 97% 2009-2010: William M. Raines High School 2009-2010: William M. Raines High School	

Jocelyn Grissett		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	Mathematics	
Credentials	B. S. Mathematics Mathematics 5-9	
Performance Record	<p>During the 2010-2011 school year, Math proficient 49% Math gains 60%. Math lowest 25 was 63%. For a school grade of C. The graduation rate increased from 58% to 66%. During the 2011-2012 school year, student math gains for Forrest High School were 73%, up from 60% the previous year, while gains for the lowest quartile rose from 63% to 90%. Overall, the school's FCAT grade rose 122 points, from 385 in 2011 to 507 in 2012.</p>	

Classroom Teachers

# of classroom teachers	46
# receiving effective rating or higher	39, 85%
# Highly Qualified Teachers	98%
# certified in-field	42, 91%
# ESOL endorsed	37, 80%
# reading endorsed	4, 9%
# with advanced degrees	5, 11%
# National Board Certified	0, 0%
# first-year teachers	7, 15%
# with 1-5 years of experience	17, 37%

with 6-14 years of experience

12, 26%

with 15 or more years of experience

10, 22%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

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

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Provide mentors for new teachers and continued support for highly qualified teachers through on-going professional development. The professional development facilitator, administrators, instructional coaches, and mentor teacher will be responsible.

Provide time for teachers meeting times during and after-school to discuss effective instructional strategies, lesson design, best practices, pedagogy, and literacy strategies with teachers of the same subject.

Instructional Coaches, and administrators responsible.

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 New Viking Teacher Mentoring program consists of 17 teachers. 7 first year, 7 second year, and 3 third year. Each member is required to meet twice per month to touch base and report out with their mentors, as well as to receive pd on an identified need. (i.e. pulling and analyzing student data). Because members progress at different rates and have different needs, they are differentiated amongst based on their years in the MINT program. Novice teachers engage in basic teacher training while our veteran teachers meet with their mentors to discuss focus observations and future meetings. Either way, our meeting time is a way to ensure teachers touch base with one another and discuss their progress towards program completion. During the Fall months, we host meet and greets as well as new teacher reception to welcome our new Vikings to our family. In the Winter, we will partake in holiday festivities as well as stepping out in the Spring during the month of March. Mentors are paired with their mentees primarily based on their availability and willingness to mentor. Teachers who require the most support are paired with teachers who have the most flexibility. Those who require less, are paired with the teachers who would prefer doing less. Because of some

teachers' unwillingness to mentor, although they are CET trained, we sometimes have to assign mentors up to two mentees. Additionally, because all parties must be on the same page in order to collaborate effectively, we also consider personalities when assigning teachers a mentor/mentee. If we find that the mentor/mentee are not a good fit, we do not hesitate to make an adjustment.

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

After meeting with the leadership team, department and PLC teams meet to discuss the issues and needs of the academic program. The team meets to discuss next steps

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

Principal/Assistant Principals, Academic/Instructional Coaches, Guidance counselors, technology specialist, interventionist, and graduation coach. The MTSS will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan. Teams of teachers have been utilized throughout the entire process of developing the School Improvement Plan.

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

The school-based MTSS/RtI Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council

for review and recommendations. The school-based RtI Leadership Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The school-based RtI Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year.

The plan includes a formal review process which demonstrates how the school has used RtI to inform instruction and made mid-course adjustments as data are analyzed.

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

Baseline data mathematics/science/ Reading: Curriculum Guide Assessment (CGA)

Progress monitoring CGA and teacher made common assessment

End of year: CGA, FCAT, EOC, and CAST

Behavioral and Attendance: Attendance Records, Teacher Reporting System for Behavior, Teacher Referral for RtI

Behavioral Intervention for students not meeting the standards of the DCPS student code of conduct.

Frequency: Data from formative assessments will be collected and analyzed.

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

Primary training will occur during Early Release Wednesdays. As the RtI/MTSS facilitators receive training, they will train the faculty. Full training and implementation of all new staff, and updates to returning staff, will be completed by June 2014.

Throughout the year, behavioral interventions for classroom use will be provided during full staff meetings to meet in-class RtI/MTSS.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 50

Students enrolled in an after school activity, organization or sport must attend the after school tutorial for fifty minutes. Students not enrolled may opt to remain in the media center with tutors or attend a session with a scheduled teacher. Saturday school is another extended learning opportunity for afforded out students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Attendance data and mini-assessment data is collected throughout the summer session.

Who is responsible for monitoring implementation of this strategy?

Timothy Simmons, Assistant Principal
 Porshia Jones, Assistant Principal
 Vincent Hall, Principal

Literacy Leadership Team (LLT)

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

Name	Title
Megan Crowe	Reading Interventionist
Janelle Porter	Reading Coach
Reina Kimbrough	Reading Teacher
Baby Belcher	ELA Department Chair
Leena Hall	ELA Teacher
Michael Bostic-Jones	Social Studies Teacher

How the school-based LLT functions

Literacy Team meets monthly to brainstorm ways to embed literacy strategies in every classroom as well as assess how previous strategies have worked for our students. The Literacy team also utilizes full staff meeting times and school-wide technological communication to introduce and clarify reading strategies to be used school-wide. The Literacy Team organizes literacy week other activities to support reading.

Major initiatives of the LLT

School-wide reading strategies, reading across the curriculum; Reader Response Activities; 25-book challenge; increasing the use of classroom libraries through teacher book talks; Informational reading via the internet, book blogs, reading to elementary students and wikis.

Every Teacher Contributes to Reading Instruction

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

All teachers are required to infuse the Raines Viking Essential Reading Strategies and Vocabulary (vocabulary acquisition) in their planned lessons each week. Teachers are required to teach FCIM lessons at the beginning and/or throughout their planned lessons.

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 CTE courses such as culinary arts, web technologies, and digital media incorporate specific skills needed for future careers. However, each course offers application which specifically aligns standards to future skills.

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

Counselors conduct academic checks over each student's history. The seniors and juniors do personal interviews with the counselors. These interviews center on academic and career planning. Also, counselors visit ninth and tenth grade English courses to review graduation requirements and career opportunities. In addition, parent nights and the advisory council are used to inform all stakeholders of available opportunities post-secondary.

Strategies for improving student readiness for the public postsecondary level

Students are strategically placed in math for college readiness, English 4 college prep, and act and sat preparation. These course do diagnostic assessments to place students on a track toward proficiencies on PERT, ACT, or SAT to gain college ready scores. Also, students are placed in specific after-school tutorials based on need for readiness for post-secondary.

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	29%		No	36%
American Indian				
Asian				
Black/African American	28%		No	36%
Hispanic				
White				
English language learners				
Students with disabilities	17%		No	25%
Economically disadvantaged	28%		No	36%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	11%	20%
Students scoring at or above Achievement Level 4	28	5%	10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	288	56%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	382	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.	115	61%	66%

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	143	60%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	31%		No	38%
American Indian				
Asian				
Black/African American	30%		No	37%
Hispanic				
White				
English language learners				
Students with disabilities	17%		No	25%
Economically disadvantaged	30%		No	37%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		60%	65%
Students in lowest 25% making learning gains (EOC)		73%	80%

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.	63	34%	40%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	24%	30%
Students scoring at or above Achievement Level 4	20	6%	10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	18%	30%
Students scoring at or above Achievement Level 4	12	5%	10%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	105	41%	45%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

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)	6		8
Participation in STEM-related experiences provided for students	726	69%	75%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	60	20%	25%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		92%	95%
Students taking one or more advanced placement exams for STEM-related courses	23	85%	95%
CTE-STEM program concentrators	0		40
Students taking CTE-STEM industry certification exams	4	1%	80%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	594	60%	70%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	40	1%	25%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	25%
Students taking CTE industry certification exams	4	1%	80%
Passing rate (%) for students who take CTE industry certification exams		0%	50%
CTE program concentrators	40	1%	25%
CTE teachers holding appropriate industry certifications	1	100%	100%

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	92	10%	8%
Students in ninth grade with one or more absences within the first 20 days	133	42%	20%
Students in ninth grade who fail two or more courses in any subject	7	3%	2%
Students with grade point average less than 2.0	111	11%	8%
Students who fail to progress on-time to tenth grade	9	3%	2%
Students who receive two or more behavior referrals	106	40%	35%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	567	58%	40%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	8	3%	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)	188	71%	76%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	61	58%	63%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	191	72%	77%

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

See Parental Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Safe and Civil Schools

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Teachers will identify SWD and follow their IEPs with fidelity to decrease the number of suspensions of students with disabilities by 20%	87	37%	25%

Goals Summary

- G1.** Increase the percentage of students receiving credit in STEM related courses
- G2.** Teachers will identify SWD and follow their IEPs with fidelity to decrease the number of suspensions of students with disabilities by 20%
- G3.** Culinary Arts, Digital Media, and Web Technologies will increase passing rate on certification exams by fifty percent.
- G4.** Increase the Graduation Rate 5%
- G5.** Teachers will use structured engagements routines and differentiation to increase student engagement.
- G6.** To implement gradual release with fidelity
- G7.** To implement gradual release with fidelity
- G8.** All teachers will incorporate an in-depth knowledge of benchmarks, scripted higher-order thinking questions, and grade level text daily into their lesson plans to give students regular exposure to the level of rigor at which they will be.
- G9.** All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model incorporating literacy and numeracy into science content.
- G10.** All teachers will implement the school wide essential reading habits and vocabulary program in all content areas through the use of marking the text, table of contents and questioning strategies.
- G11.** All teachers will implement the school wide writing strategies in all content areas using SRE (Statement Reason Evidence) and SEEDS strategies.

Goals Detail

G1. Increase the percentage of students receiving credit in STEM related courses

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Reading Coach, Math Coach, Digital Media/Technology Teachers

Targeted Barriers to Achieving the Goal

- The percentage of students who are proficient in AICE/ AP English, Math and Science courses.

Plan to Monitor Progress Toward the Goal

Admin and Coaches will progress monitor based on teacher data and focused observations.

Person or Persons Responsible

Admin, Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increase in the number of students who master standards and progress to earn certifications and proficiency on AICE, AP exams.

G2. Teachers will identify SWD and follow their IEPs with fidelity to decrease the number of suspensions of students with disabilities by 20%

Targets Supported

Resources Available to Support the Goal

- ESE Support Lead, ESE Support Teachers, Guidance Counselors, Administrators, Dean

Targeted Barriers to Achieving the Goal

- Teacher training on classroom interventions they could implement when working with students who have behavioral issues.

Plan to Monitor Progress Toward the Goal

Admin, school-based, and district level personnel will review data quarterly to determine if there is a decrease in the number of ESE students being suspended without prior interventions.

Person or Persons Responsible

Admin, ESE Lead, District ESE Specialist

Target Dates or Schedule:

Quarterly using quarter 1 as baseline data

Evidence of Completion:

Reports, graphs comparing trend data.

G3. Culinary Arts, Digital Media, and Web Technologies will increase passing rate on certification exams by fifty percent.

Targets Supported

Resources Available to Support the Goal

- Coaches and Administrators

Targeted Barriers to Achieving the Goal

- Linking and correlating district standards to certification standards

Plan to Monitor Progress Toward the Goal

Review of student data including practice certification exams

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule:

Quarterly reviews

Evidence of Completion:

Quarterly reports including student assessment data and teacher observations

G4. Increase the Graduation Rate 5%

Targets Supported

Resources Available to Support the Goal

- Weekly monitoring of students' attendance. Weekly updates from the Graduation Readiness file, FCAT, ACT, SAT data when it becomes available Progress reports and report cards.

Targeted Barriers to Achieving the Goal

- Content knowledge and preparation.

Plan to Monitor Progress Toward the Goal

Conduct weekly classroom observations and data chats with teachers about student progression on formative assessments.

Person or Persons Responsible

Administration

Target Dates or Schedule:

October-Ongoing

Evidence of Completion:

Data Chat conference tools, Data analysis worksheets, meeting notes.

G5. Teachers will use structured engagements routines and differentiation to increase student engagement.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Utilize school based reading coach, district literacy coach and reading interventionist for strategies.

Targeted Barriers to Achieving the Goal

- Teachers lack of awareness of different ways and strategies to actively engage students.

Plan to Monitor Progress Toward the Goal

Administrators will create an observation schedule to ensure that teachers are using the strategies that were modeled and given during common planning.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Instructional Rounding Notes, Debriefs with Coaches, lesson Plans

G6. To implement gradual release with fidelity

Targets Supported

Resources Available to Support the Goal

- Effective common planning by content level

Targeted Barriers to Achieving the Goal

- Time management needed to plan effectively

Plan to Monitor Progress Toward the Goal

Administrations will look for bell to bell instruction, increased engagement, increased student achievement accountability, increased level of student knowledge of learning and their own progress toward learning,

Person or Persons Responsible

District and school based coach School based administration

Target Dates or Schedule:

on going

Evidence of Completion:

Informal observation notes, lesson plans

G7. To implement gradual release with fidelity

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Effective common planning by content level
- Conduct professional development for teachers

Targeted Barriers to Achieving the Goal

- Time management needed to plan effectively
- Lack of gradual release model during instruction

Plan to Monitor Progress Toward the Goal

Administrations will look for bell to bell instruction, increased engagement, increased student achievement accountability, increased level of student knowledge of learning and their own progress toward learning,

Person or Persons Responsible

District and school based coach School based administration

Target Dates or Schedule:

weekly, monthly, quarterly

Evidence of Completion:

informal observation notes and lesson plans notes

G8. All teachers will incorporate an in-depth knowledge of benchmarks, scripted higher-order thinking questions, and grade level text daily into their lesson plans to give students regular exposure to the level of rigor at which they will be.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Teachers will utilize the coaches during common planning to create higher order questions.

Targeted Barriers to Achieving the Goal

- Teachers lack knowledge of how to unpack the benchmark to create higher order questions.

Plan to Monitor Progress Toward the Goal

Administration will visit common planning to ensure teachers are actively participating in creating higher order questions related to the benchmarks.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Quarterly CGA Data, DAR, Common Planning Notes

G9. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model incorporating literacy and numeracy into science content.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Reading coach and interventionist to assist with non-proficient readers
- Common planning time in grade level/subject/content area to support implementation of gradual release model
- Activities that support explicit instruction
- Reading to learn professional development on early release days

Targeted Barriers to Achieving the Goal

- Fidelity to the Gradual release model of instruction and how to include literacy and numeracy into daily instruction of science content.

Plan to Monitor Progress Toward the Goal

Lesson delivery that include aligned standards using the gradual release model that incorporates literacy and numeracy.

Person or Persons Responsible

Administrators, coaches and teachers

Target Dates or Schedule:

Ongoing observations of lessons and collections of lesson plans.

Evidence of Completion:

Lesson plans and observations of delivery of planned lessons that show gradual release including literacy and numeracy.

G10. All teachers will implement the school wide essential reading habits and vocabulary program in all content areas through the use of marking the text, table of contents and questioning strategies.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- 1. Utilize the reading coach and interventionist

Targeted Barriers to Achieving the Goal

- Lack of gradual release model during instruction

Plan to Monitor Progress Toward the Goal

Administration will review Curriculum Guide Assessment Data to see if the use of the essential reading habits is evident in all content areas.

Person or Persons Responsible

Administration

Target Dates or Schedule:

At the completion of each district testing period

Evidence of Completion:

CGA, DAR

G11. All teachers will implement the school wide writing strategies in all content areas using SRE (Statement Reason Evidence) and SEEDS strategies.

Targets Supported

- Writing

Resources Available to Support the Goal

- Conduct exemplar and rubric training for all teachers.

Targeted Barriers to Achieving the Goal

- Content area teachers must support writing in each content area consistently.

Plan to Monitor Progress Toward the Goal

Academic Leadership team will review student data to see if the writing strategies are being taught consistently.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Write to Learn, District Timed Writes, Teacher Analysis

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the percentage of students receiving credit in STEM related courses

G1.B1 The percentage of students who are proficient in AICE/ AP English, Math and Science courses.

G1.B1.S1 All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model incorporating literacy and numeracy into science and math content.

Action Step 1

Teachers will participate in PD on the gradual release model and developing high quality lesson plans that incorporate reading across the content areas.

Person or Persons Responsible

Teachers/Coaches/Admin

Target Dates or Schedule

November

Evidence of Completion

Increased use of GR and teachers incorporating reading in their daily lessons. Increased use of the Gradual Release model being implemented school-wide.

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

IR rounds, formal and informal observations will be conducted routinely to monitor the level of implementation. Lesson plan reviews will be conducted to ensure teachers are creating effective and rigorous lessons.

Person or Persons Responsible

ILT

Target Dates or Schedule

Ongoing

Evidence of Completion

Report outs amongst the LT, lesson plan discussion, and calibration as a result of observations.

Plan to Monitor Effectiveness of G1.B1.S1

ILT and teachers will participate in constant dialogue about the implementation of classroom instruction and the impact on student progress towards standards mastery.

Person or Persons Responsible

ILT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student assessments, Teacher formative data, data analysis forms

G2. Teachers will identify SWD and follow their IEPs with fidelity to decrease the number of suspensions of students with disabilities by 20%

G2.B1 Teacher training on classroom interventions they could implement when working with students who have behavioral issues.

G2.B1.S1 Provided professional development during content common planning over the course of two days to review students' IEPs, and provide interventions to implement in their classrooms when working with these students.

Action Step 1

Provide PD on strategies of implementation of interventions when working with SWD

Person or Persons Responsible

ESE Lead, District Liaison, Admin

Target Dates or Schedule

October-Ongoing

Evidence of Completion

Agenda, Sign-in, Resources, etc

Facilitator:

ESE Lead, District Liaison

Participants:

General Education Teachers

Action Step 2

Assist in providing PD with teachers helping to clarify anything that is being said during the training that teachers don't understand.

Person or Persons Responsible

Support Facilitators

Target Dates or Schedule

October-Ongoing

Evidence of Completion

Agenda, sign-in, Resource, notes, etc.

Action Step 3

Attend PD to learn about interventions to implement in the classrooms when working with SWD

Person or Persons Responsible

Teachers

Target Dates or Schedule

October-Ongoing

Evidence of Completion

Agenda, resources, notes, etc.

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

Provide resources, structure PD

Person or Persons Responsible

Admin, School Liaison, District Rep

Target Dates or Schedule

October-Ongoing

Evidence of Completion

Sign-in, Agenda, resources

Plan to Monitor Effectiveness of G2.B1.S1

Teachers will provide feedback to the facilitators about the training they received.

Person or Persons Responsible

Teachers

Target Dates or Schedule

October

Evidence of Completion

Exit slips rating the effectiveness of the training.

G3. Culinary Arts, Digital Media, and Web Technologies will increase passing rate on certification exams by fifty percent.

G3.B1 Linking and correlating district standards to certification standards

G3.B1.S1 Unpack certification standards and align them to district standards based on priority

Action Step 1

Provide professional development on unpacking and aligning standards from state and district curriculum

Person or Persons Responsible

District and school coaches and administrators

Target Dates or Schedule

October and ongoing

Evidence of Completion

Lesson plans and curriculum outlook

Facilitator:

Timothy Simmons, Porshia Jones and Ms. Russell

Participants:

Mr. Clarke, Mr. Mederios, and Ms. Ford

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

Provide structured and strategic profession development that produces a product

Person or Persons Responsible

Administrators

Target Dates or Schedule

October and ongoing

Evidence of Completion

Agenda, sign-in sheet, and lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Teacher reflections on lesson plans and feedback

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Student data including exit slips, formative and summative assessments

G4. Increase the Graduation Rate 5%

G4.B1 Content knowledge and preparation.

G4.B1.S1 Teachers will collaborate by department and along with the reading coach to develop high quality lesson plans that address the needs of their students.

Action Step 1

Common Planning Sessions

Person or Persons Responsible

Administrators Reading Coach Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B1.S2 Teachers will participate in PD that focus on quality data driven differentiated instruction and tasks and gradual release.

Action Step 1

PD on Gradual Release Model

Person or Persons Responsible

Admin Reading Coach/Interventionist/Teachers

Target Dates or Schedule

September

Evidence of Completion

Classroom Observations/Lesson plans

Facilitator:

Reading Coach

Participants:

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

Design and deliver PD Gradual Release and provide support during common planning sessions.

Person or Persons Responsible

Admin/Reading Coach

Target Dates or Schedule

September-Ongoing

Evidence of Completion

Minutes from common planning sessions; lesson plans

Plan to Monitor Effectiveness of G4.B1.S2

Ongoing observations and instructional rounding for data collection and evidence of GR

Person or Persons Responsible

Admin/LT

Target Dates or Schedule

September-Ongoing

Evidence of Completion

Analysis of Exit Slips, Student data: increased percent of students who are proficient on FCAT Retake in October and April.

G4.B1.S3 Teachers will participate in data coach's cycles as needed.

Action Step 1

Coaching Cycles

Person or Persons Responsible

Teachers/Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved lesson planning and instructional delivery to support progress towards our target.

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Coaching Cycle based on needs of the teacher who may experience difficulty implementing GR in their classrooms.

Person or Persons Responsible

Admin/Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs/Increased level of usage of GR

Plan to Monitor Effectiveness of G4.B1.S3

Ongoing observations and instructional rounding for data collection and evidence of GR.

Person or Persons Responsible

Admin/LT

Target Dates or Schedule

October-Ongoing

Evidence of Completion

Analysis of Exit Slips, Student data: increased percent of students who are proficient on FCAT Retake in October and April.

G5. Teachers will use structured engagements routines and differentiation to increase student engagement.

G5.B1 Teachers lack of awareness of different ways and strategies to actively engage students.

G5.B1.S1 Academic coaches will provide provide training for teachers on student engagement and model different strategies.

Action Step 1

Academic Coaches will provide teachers with a student engagement training.

Person or Persons Responsible

Academic Coaches

Target Dates or Schedule

During common planning, ongoing

Evidence of Completion

Instructional delivery during observations by Administrators

Facilitator:

Janelle Porter, Reading Coach Megan Crowe, Reading Interventionist

Participants:

All content Area Teachers

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

Administrators will attend common planning meetings to ensure that teachers are collaborating with the coach and colleagues to incorporate structured engagement routines into their lessons.

Person or Persons Responsible

Administrators, Academic Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Informal Observations, Lesson Plans

Plan to Monitor Effectiveness of G5.B1.S1

Administrators will create schedule to attend common planning meetings.

Person or Persons Responsible

Administrators

Target Dates or Schedule

September 30, 2013

Evidence of Completion

Common Planning Notes, Debriefs with teachers

G6. To implement gradual release with fidelity

G6.B1 Time management needed to plan effectively

G6.B1.S1 Design and implement ongoing support for teachers through structured PLC's agenda weekly and implement professional development on gradual release

Action Step 1

Design and implement ongoing support for teachers through structured PLC's agenda weekly and implement Professional development in quality instruction on gradual release

Person or Persons Responsible

District and school based coach

Target Dates or Schedule

weekly

Evidence of Completion

Monthly PLC calendar, sign in sheets, student data, instruction and intervention plans, agendas, exit slips

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

Design and deliver quality instruction, data-based problem solving, gradual release, and data-driven differentiated instructions and tasks. Design and implement ongoing support for teachers through structured PLC's

Person or Persons Responsible

District and school based coach

Target Dates or Schedule

weekly

Evidence of Completion

analysis of exit slips, individual teacher plans, PLC agendas and minutes, classroom walk through data collection, coaching logs , admin/teacher data chats

Plan to Monitor Effectiveness of G6.B1.S1

Student achievement will increase when teachers collaborate using common lessons and assessments. Student achievement will increase when teachers incorporate the gradual release model with fidelity in the classrooms

Person or Persons Responsible

District and school based coach School based administration

Target Dates or Schedule

weekly

Evidence of Completion

Analysis of exit tickets District CGA assessments scores will increase

G7. To implement gradual release with fidelity

G7.B1 Time management needed to plan effectively

G7.B1.S1 Design and implement ongoing support for teachers through structured PLC and Professional Development in quality instructions on gradual release

Action Step 1

Design and deliver quality instruction, data-based problem solving, gradual release, and data driven differentiated instruction

Person or Persons Responsible

District and school based coach School based administration

Target Dates or Schedule

weekly, Monthly

Evidence of Completion

analysis of exit slip Individual teacher PD plans PLC agendas and minutes Classroom walk through data collection coaching logs Admin/teacher data chats

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

Design and deliver quality instruction, data-based problem solving, gradual release, and data driven differentiated instruction

Person or Persons Responsible

District and school based coach

Target Dates or Schedule

weekly, monthly

Evidence of Completion

analysis of exit slips, individual teacher PD plans, PLC agendas and minutes classroom walk through data collection coaching logs admin/teacher data chats

Plan to Monitor Effectiveness of G7.B1.S1

Student achievement will increase when teachers collaborate using common lessons and common assessments. Students achievement will increase then teachers incorporate the gradual release model with fidelity in the classrooms

Person or Persons Responsible

District and school based coach School based administration

Target Dates or Schedule

weekly and monthly

Evidence of Completion

Analysis of exit tickets District CGA assessments will reflect improvement

G7.B2 Lack of gradual release model during instruction

G7.B2.S1 Develop master calendar for data collections in gradual release and ongoing support will occur for teachers during planning

Action Step 1

Establish model classroom and schedule observation Academic coaches and administration will conduct instructional rounds on a bi-weekly basis

Person or Persons Responsible

District and school based coach School based administration

Target Dates or Schedule

bi-weekly

Evidence of Completion

Calendar schedule, data collection instrument

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Develop calendar and schedule for data collection from classroom observation walk through using instruments measuring: Gradual release, instructions aligned to the standards, use of ELL, and differentiated instruction.

Person or Persons Responsible

District and school based coach School based administration

Target Dates or Schedule

bi-weekly, monthly

Evidence of Completion

Admin/teacher data chats logs and plans Leadership team problem solving minutes

Plan to Monitor Effectiveness of G7.B2.S1

Student achievement will increase when mathematics teachers differentiate based upon needs identified through data analysis

Person or Persons Responsible

District and school based coach School based administration

Target Dates or Schedule

bi-weekly, monthly

Evidence of Completion

analysis of exit tickets, CGA assessment scores will increase

G8. All teachers will incorporate an in-depth knowledge of benchmarks, scripted higher-order thinking questions, and grade level text daily into their lesson plans to give students regular exposure to the level of rigor at which they will be.

G8.B1 Teachers lack knowledge of how to unpack the benchmark to create higher order questions.

G8.B1.S1 Coaches will provide professional development and give teachers higher order question stems to use in their lesson plans along with the use of the FCAT Test Specifications.

Action Step 1

Questions stems and test item specifications will be provided for all benchmarks and an individual training for each benchmark.

Person or Persons Responsible

Reading Coach, Reading Interventionist

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Planning minutes, Lesson Plans

Facilitator:

Janelle Porter, Reading Coach Megan Crowe, Reading Interventionist

Participants:

All content area teachers

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

Administrators will take part in the professional development training to ensure that teachers are aware of how to unwrap the benchmarks and how to create higher order questions.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Student Work, Common Planning Notes

Plan to Monitor Effectiveness of G8.B1.S1

Administration and coaches will conduct instructional rounds to look for explicit instruction using benchmark related higher order questions.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Informal Observation Notes

G9. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model incorporating literacy and numeracy into science content.

G9.B1 Fidelity to the Gradual release model of instruction and how to include literacy and numeracy into daily instruction of science content.

G9.B1.S1 Teachers, school and district coaches can work collaboratively to plan and develop PD for gradual release model and incorporating literacy and numeracy into science content.

Action Step 1

Design and deliver PD on the gradual release model using literacy and numeracy.

Person or Persons Responsible

School-based leadership will collaborate with District and school-based coaches to develop professional development for teachers for gradual release, use of literacy and numeracy in science content.

Target Dates or Schedule

Once a month, teachers will devote a common planning period to professional development for gradual release using literacy and numeracy in science content.

Evidence of Completion

Calendar and attendance sheets of professional development sessions of science teachers. Lesson plans and observations of teachers' lesson delivery of lessons including the gradual release model, numeracy and literacy in science content.

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

The use of gradual release model including literacy and numeracy in lesson delivery.

Person or Persons Responsible

Administrator, School-based and District Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and observational notes from administrators and coaches of lessons delivered by teachers that include literacy and numeracy using gradual release model

Plan to Monitor Effectiveness of G9.B1.S1

Exit slips, teacher-made assessments, Curriculum Guide assessments and Biology End-Of-Course exams.

Person or Persons Responsible

Administrators, School-based and District Coaches and teachers

Target Dates or Schedule

On-going basis throughout the school year.

Evidence of Completion

Results of exit-slips, teacher made-assessments recorded in Oncourse, Pearson and Biology End-Of-Course exams.

G10. All teachers will implement the school wide essential reading habits and vocabulary program in all content areas through the use of marking the text, table of contents and questioning strategies.

G10.B1 Lack of gradual release model during instruction

G10.B1.S1 Administration will identify model classrooms for teachers to observe.

Action Step 1

Academic Leadership Team will conduct instructional rounding to identify the teachers who have implemented the essential reading habits with fidelity.

Person or Persons Responsible

Academic Leadership Team Members

Target Dates or Schedule

First two weeks of school in August

Evidence of Completion

September 30, 2013

Facilitator:

Janelle Porter, Reading Coach Megan Crowe, Reading Interventionist

Participants:

All content area teachers

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

School based coach and administration will conduct instructional rounding to monitor which teachers are using the reading habits daily.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work samples, model classroom videos

Plan to Monitor Effectiveness of G10.B1.S1

Administration will review lesson plans of teachers and look for the essential reading habits in all content area lesson plans.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Instructional Rounding Notes, Student Work, Teacher Lesson Plans

G11. All teachers will implement the school wide writing strategies in all content areas using SRE (Statement Reason Evidence) and SEEDS strategies.

G11.B1 Content area teachers must support writing in each content area consistently.

G11.B1.S1 Reading coach will create a notebook for teachers to follow which includes a rubric, exemplars and calibration guides.

Action Step 1

Teachers will receive professional development on how to score the writing assessment.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

November 15, 2013

Evidence of Completion

Student Portfolios

Facilitator:

Janelle Porter, Reading Coach

Participants:

All content areas

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

Administration will conduct instructional rounding and review student portfolios.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Portfolios

Plan to Monitor Effectiveness of G11.B1.S1

Teachers will take part in professional learning dialogue regarding student writing data.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Data Analysis Forms

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

William M. Raines High School uses federal, state, and local services to create a Parent Resource Center on site, with a focus on parent training in curriculum, use of computer systems such as OnCourse, continuing education opportunities, as well as volunteer opportunities. The guidance department coordinates parent

meetings, collaboration with parents/guardians in creation of IEPs, and methods to inform parents on their rights and assistance in tracking student progress. Duval Connect (School Messenger) is used to contact parents with important information, and mailers are sent to each parent-teacher/guidance/administration function on our campus. After school programs are offered 4 days per week through federal and state funding, and Saturday School is offered approximately five times per semester, using federal, state, and local funds.

Career and Technical education needs are addressed through our STEM program, which offers job certifications as part of the curriculum. In-class links to real world application also occur across the curriculum to support career education ideals in our benchmarks. Communities in Schools also offer services to students via teacher and administrator recommendation. William M. Raines High School partners with the DCPS Homeless Education Program to ensure equality of educational access for all students. Truancy officer, Community in Schools, and our professional school counselors refer students in need to Full Service programs housed at Jean Ribault High School.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Teachers will identify SWD and follow their IEPs with fidelity to decrease the number of suspensions of students with disabilities by 20%

G2.B1 Teacher training on classroom interventions they could implement when working with students who have behavioral issues.

G2.B1.S1 Provided professional development during content common planning over the course of two days to review students' IEPs, and provide interventions to implement in their classrooms when working with these students.

PD Opportunity 1

Provide PD on strategies of implementation of interventions when working with SWD

Facilitator

ESE Lead, District Liaison

Participants

General Education Teachers

Target Dates or Schedule

October-Ongoing

Evidence of Completion

Agenda, Sign-in, Resources, etc

G3. Culinary Arts, Digital Media, and Web Technologies will increase passing rate on certification exams by fifty percent.

G3.B1 Linking and correlating district standards to certification standards

G3.B1.S1 Unpack certification standards and align them to district standards based on priority

PD Opportunity 1

Provide professional development on unpacking and aligning standards from state and district curriculum

Facilitator

Timothy Simmons, Porshia Jones and Ms. Russell

Participants

Mr. Clarke, Mr. Mederios, and Ms. Ford

Target Dates or Schedule

October and ongoing

Evidence of Completion

Lesson plans and curriculum outlook

G4. Increase the Graduation Rate 5%

G4.B1 Content knowledge and preparation.

G4.B1.S2 Teachers will participate in PD that focus on quality data driven differentiated instruction and tasks and gradual release.

PD Opportunity 1

PD on Gradual Release Model

Facilitator

Reading Coach

Participants

Target Dates or Schedule

September

Evidence of Completion

Classroom Observations/Lesson plans

G5. Teachers will use structured engagements routines and differentiation to increase student engagement.

G5.B1 Teachers lack of awareness of different ways and strategies to actively engage students.

G5.B1.S1 Academic coaches will provide provide training for teachers on student engagement and model different strategies.

PD Opportunity 1

Academic Coaches will provide teachers with a student engagement training.

Facilitator

Janelle Porter, Reading Coach Megan Crowe, Reading Interventionist

Participants

All content Area Teachers

Target Dates or Schedule

During common planning, ongoing

Evidence of Completion

Instructional delivery during observations by Administrators

G8. All teachers will incorporate an in-depth knowledge of benchmarks, scripted higher-order thinking questions, and grade level text daily into their lesson plans to give students regular exposure to the level of rigor at which they will be.

G8.B1 Teachers lack knowledge of how to unpack the benchmark to create higher order questions.

G8.B1.S1 Coaches will provide professional development and give teachers higher order question stems to use in their lesson plans along with the use of the FCAT Test Specifications.

PD Opportunity 1

Questions stems and test item specifications will be provided for all benchmarks and an individual training for each benchmark.

Facilitator

Janelle Porter, Reading Coach Megan Crowe, Reading Interventionist

Participants

All content area teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Planning minutes, Lesson Plans

G10. All teachers will implement the school wide essential reading habits and vocabulary program in all content areas through the use of marking the text, table of contents and questioning strategies.

G10.B1 Lack of gradual release model during instruction

G10.B1.S1 Administration will identify model classrooms for teachers to observe.

PD Opportunity 1

Academic Leadership Team will conduct instructional rounding to identify the teachers who have implemented the essential reading habits with fidelity.

Facilitator

Janelle Porter, Reading Coach Megan Crowe, Reading Interventionist

Participants

All content area teachers

Target Dates or Schedule

First two weeks of school in August

Evidence of Completion

September 30, 2013

G11. All teachers will implement the school wide writing strategies in all content areas using SRE (Statement Reason Evidence) and SEEDS strategies.

G11.B1 Content area teachers must support writing in each content area consistently.

G11.B1.S1 Reading coach will create a notebook for teachers to follow which includes a rubric, exemplars and calibration guides.

PD Opportunity 1

Teachers will receive professional development on how to score the writing assessment.

Facilitator

Janelle Porter, Reading Coach

Participants

All content areas

Target Dates or Schedule

November 15, 2013

Evidence of Completion

Student Portfolios

Appendix 2: Budget to Support School Improvement Goals