



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Oceanway School

143 OCEANWAY AVE

Jacksonville, FL 32218

904-714-4680

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

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
47%

Alternative/ESE Center
No

Charter School
No

Minority Rate
38%

School Grades History

2013-14
C

2012-13
C

2011-12
B

2010-11
B

2009-10
A

SIP Authority and Template

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

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

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

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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
Prevent	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Oceanway School

Principal

Tonya A. Marx

School Advisory Council chair

Andy Morlock

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

Name	Title
Kimberly Copeland	Assistant Principal
Nina Farmer	Dean of Students
Katie Crooks	Testing Coordinator
Sharon Woodside	ISSP Coordinator
Jerome Mosley	Assistant Principal

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

01/07/2014

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 SAC includes teachers, parent members, administrators, and community members. We have a chairperson, a vice chairperson, and a secretary. Elections are held during the first meeting of SAC in the fall.

Involvement of the SAC in the development of the SIP

The SAC reviewed budgetary concerns, parent concerns, analyzed data and communicated with teachers as the school improvement plan was created/revised. Data is presented to the SAC mid year for review and adjustments are made as needed.

Activities of the SAC for the upcoming school year

Most improved student award, bullying prevention/awareness, increasing parental involvement, school beautification.

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

We did not receive any allocated funds last year; any funds received this year may be used toward providing supplemental resources needed by teachers as well as student incentives.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Tonya A. Marx

Principal

Years as Administrator: 5

Years at Current School: 1

Credentials

M.A. in English Literature, ESOL certification, Educational Leadership certification, K-12 Principal certification

Performance Record

Julia Landon Middle 2010-2011 School Grade: A
 FCAT Reading Proficiency 89%,
 Reading gains 71%, BQ gains 78%,
 FCAT Math Proficiency 94%,
 Math gains 85%,BQ gains 85%
 FCAT Science Proficiency 75%
 FCAT Writing Proficiency 92%
 Baldwin Middle-Senior High 2011-2012 school grade: C
 FCAT Reading Proficiency 44%,
 Reading gains 61%, BQ gains 73%,
 FCAT Math Proficiency 36%,
 Math gains 43%,BQ gains 46%
 FCAT Science Proficiency 35%
 FCAT Writing Proficiency 82%
 Baldwin Middle Senior High 2012-2013 school grade pending
 FCAT Reading Proficiency 46%,
 Reading gains 59%, BQ gains 57%,
 FCAT Math Proficiency 43%,
 Math gains 63%, BQ gains 74%
 FCAT Science Proficiency 49%
 FCAT Writing Proficiency 62%

Kimberly Copeland

Asst Principal

Years as Administrator: 7

Years at Current School: 2

Credentials

M. A. in Educational Leadership; Varying Exceptionalities certification

Performance Record

Highlands Middle School 2010-11 Grade D

Reading Proficiency: 44%

Reading Gains: 53%

BQ Reading Gains 57%

Math Proficiency 41%

Math Gains: 58%

BQ Math Gains: 66%

Writing Proficiency: 73%

Science Proficiency: 24%

Oceanway 2011-12 Grade: B

Reading Proficiency: 57%

Reading Gains: 68%

BQ Reading Gains 70%

Math Proficiency 47%

Math Gains: 62%

BQ Math Gains: 58%

Writing Proficiency: 85%

Science Proficiency: 47%

Oceanway 2012-2013 School Grade: C

Reading Proficiency: 53%

Reading Gains: 59%

BQ Reading Gains 53%

Math Proficiency 52%

Math Gains: 66%

BQ Math Gains: 69%

Writing Proficiency: 69%

Science Proficiency: 47%

Jerome Mosley		
Asst Principal	Years as Administrator: 2	Years at Current School: 1
Credentials	M. A. in Human Resource Management/Human Resource Development Bachelors of Business Administration/Organizational Management ESE Certification K-12 Education Leadership Certification K-12 International Baccalaureate Certification: Head of School/IB Coordinator – Middle Years/Diploma Programme	
Performance Record	Matthew W. Gilbert 2012-2013 School Grade: D Reading Proficiency: 31% Reading Gains: 61% BQ Reading Gains 74% Math Proficiency 36% Math Gains: 58% BQ Math Gains: 58% Writing Proficiency: 47% Science Proficiency: 15%	

Instructional Coaches

of instructional coaches
1

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

Instructional Coach Information:

Brenda Strickland-Albury		
Full-time / School-based	Years as Coach: 10	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Education: BA/ History/ Stetson University Masters/Special Education/University of North Florida Certifications: History/Political Science 6-12 Deaf and Hard of Hearing k-12 Learning Disabilities k-12 ESOL Reading Endorsement	
Performance Record	Florida School for the Deaf and Blind does not participate in the state system for school grades, but the school did meet AYP for the last three years.	

Classroom Teachers**# of classroom teachers**

64

receiving effective rating or higher

63, 98%

Highly Qualified Teachers

94%

certified in-field

61, 95%

ESOL endorsed

17, 27%

reading endorsed

7, 11%

with advanced degrees

13, 20%

National Board Certified

3, 5%

first-year teachers

4, 6%

with 1-5 years of experience

16, 25%

with 6-14 years of experience

16, 25%

with 15 or more years of experience

32, 50%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

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

5

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

Oceanway School uses a dual strategy to recruit highly qualified, certified-in-field, and effective teachers. This process starts with a strong commitment on the part of administration to hire only the most qualified teachers. All current vacancies are posted on the district website to ensure that interested candidates can access the information from local as well as distant locations. In addition, current teachers are made aware of vacancies at the school. In this way, they are able to network at county and state level professional gatherings to inform talented coworkers of career opportunities. Resumes are then collected and evaluated by the administration on the basis of experience, expertise, education level and compatibility with the needs of the school. The most desirable candidates are then granted interviews. Interviews, whenever possible, are conducted with at least two members of the leadership team to help assess the candidate's suitability for the position. All candidates for teaching positions must meet a very high standard before being offered a position at Oceanway School.

In order to retain teachers of the highest quality, support and mentoring are provided to ensure successful experiences in the classroom and school environment. District coaching is provided to assist teachers with the implementation of effective strategies for classroom instruction. Oceanway Middle also has an effective mentoring program that employs numerous strategies to ensure the success of novice teachers. All subject area departments are afforded common planning to facilitate sharing of best practices among core teachers. This helps ensure a positive and collegial environment where educators flourish. Professional development is offered and encouraged for all instructional personnel at no cost to the educator. Teachers who feel well-prepared to do their job are more likely to experience job satisfaction.

The school culture is also acclimated toward the goal of retaining and recruiting quality teachers. A shared decision making team affords all faculty and staff a voice in the operations of the school. This helps teachers feel as if their opinions are valued and also develops a sense of ownership. Safety is made a priority with consistent discipline and consequences for students who disrupt the learning environment. Teachers who feel supported by their administration in student disciplinary matters are more likely to remain at their current school. Lastly, a collegial environment is fostered by the administration to make the school a welcoming environment so faculty members enjoy their job and coworkers.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All mentors are required to attend Clinical Educator Training (CET) before being assigned a mentee. Many mentors have undertaken additional trainings, including Foundations of Mentoring, in order to better prepare themselves for the role as mentor. The rationale for assigning mentors takes the following factors into account: subject/grade level, certification, common planning, proximity, interpersonal skills and compatibility. All Novice Teachers (NT) will be part of a program entitled Mentoring and Induction for New Teachers (MINT). This program provides support and induction for NTs. Additionally, the mentor will be part of the support team which includes the principal, coaches, and Professional Development Facilitator (PDF). The mentors, along with this support team, will work together to plan and implement the following mentoring activities:

- Mentor will assist the PDF to create a presentation to orient novice teachers to the school during pre-planning
- Each novice teacher will complete a self-assessment at the beginning of the year. This self-assessment will allow the mentor and mentee to discuss areas in need of strengthening.
- The mentor will assist their mentee with identifying and implementing strategies to address the

areas identified in the self-assessment.

-Mentor observations focused on these areas will be scheduled throughout the year in order to provide feedback to the mentee.

- Monthly MINT meetings will be scheduled by the PDF for mentors and mentees to communicate and problem- solve.

-Mentors and support team will assist NT in the development of a New Teacher Individual Professional Development Plan (NTIPDP).

-Mentor will incorporate support during common planning and Professional Learning Community (PLC) times.

-Assist the NT with review of information on Professional Development websites

-Monitor completion and submission of required MINT documentation.

-Support selection of effective teachers for NT to observe and assist with scheduling Novice Teacher Focus Observations

-Funding will be accessed through MINT office to provide release time for mentor/mentee collaboration and observation.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

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

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

The teachers will utilize designated documentation to keep track of the progress made with students who are performing below level of the current norm in that class. These documents will be presented to the RTI team who will then provide the teachers with strategies and ideas for implementation. The Problem Solving process will guide the team in deciding the type of intervention that will be best suited for the individual child. Consistent documentation will provide data of the success of the plan that is in place.

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

The school-based leadership team will meet to discuss the deficiencies in academics and behavior in the school and how the MTSS team functions in a collective effort to reach every child. The team meets with grade level teams to assess current students who will be exhibiting "red flag" behavior in academics and behavior.

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

The school based leadership team will meet for quarterly data chats to discuss the results of district assessments; grade level learning communities meet monthly with an administrator to discuss student concerns and set goals and strategies to assist the students. The leadership team will discuss strategies to monitor "red flag" student progress and make individual connections to identified at-risk students.

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

Teachers will utilize formative assessments in the form of Knowledge Tickets or Exit Slips to gauge student understanding and mastery of the Common Core standards. DAR assessments will be given in Reading three times a year that will monitor student progress. iREADY and Accelerated Math will be used to enhance the students' understanding and provide them instruction on their level of performance.

Teachers are documenting and intervening when students are displaying Class 1 offenses in behavior prior to writing a referral. Teachers are trained on the data collection process in Pearson and are provided professional development support to ensure that all students are being adequately serviced in all tiers.

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

Meetings and trainings will be held with grade level teams to discuss current deficiencies in academics and behavior. Based on the results of the data, the Rtl team will discuss types of interventions and support for the success of each of the students that are struggling to be successful in school. Teachers are trained on the data collection process in Pearson and are provided professional development support to ensure that all students are being adequately serviced in all tiers.

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:

Strategy Purpose(s)

""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Brenda Albury	Reading Coach
Lindsey Schaeffer	7th Grade ELA Representative
Rebecca Boehm	8th Grade ELA Representative
Betty McClendon	Reading Department Chair

How the school-based LLT functions

The LLT meets in conjunction with the MTSS /team throughout the year to discuss any concerns revolving around student's literacy. The team focuses on the implementation of best practices, and strives to ensure that across all content areas, reading, writing, and discussion occurs every day in every class. Based on our needs assessment and informal data collection, subject specific strategies to increase success in these three areas will be implemented.

Major initiatives of the LLT

The major initiative for the LLT this year is to have at least 75% of all students reading and performing on grade level through novel studies each quarter in the ELA classes. The DAR will be given three times throughout the year to test students progress and insure proper placement in classes that are performing on their current level. Additionally, the LLT will be the core that ensures our schoolwide goal of reading, writing, and discussion in every class every day is followed with fidelity.

Every Teacher Contributes to Reading Instruction

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

Teachers will work within their PLC's to discuss analyze the most current data (test scores, reading class placement) and student performance, discussing strategies for those students that are still not up to reading on their grade level.

An on-site reading coach will be assisting and training best practices for teaching reading in all content areas. she will also hold faculty trainings that will address strategies for improving reading instruction. Teachers meet within their PLC's, both content area and grade level, to discuss data and students currently at risk by performing below grade level.

Students will read, write and discuss daily building functional literacy skills.

Teachers will use FCAT Explorer for extra reading practice throughout the year.

Students placed in enrichment reading courses will be monitored throughout the year to ensure that they are in the right course throughout the year based on their progress.

College and Career Readiness

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

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

Our focus to prepare students to succeed at the high school level and beyond, academically, socially, and emotionally. We continue to increase the number of high school courses we offer, including CTE courses, science courses, math courses, and foreign language courses to ensure that all students have an opportunity to advance in a subject they find relevant and interesting. Our whole-child focus means that we incorporate as many real-life learning experiences as possible in our academic and non-academic subjects, from relevant field trips to outdoor learning labs.

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

Our guidance department

Strategies for improving student readiness for the public postsecondary level

We are committed to producing students who are functionally literate and ready to enter high school in a global society; our focus of reading, writing, and discussion every day develops the skills students need to succeed at the post-secondary level, including a focus on the types and breadth of vocabulary necessary to articulate in various types of expression.

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	67%	53%	No	70%
American Indian				
Asian	80%	71%	No	82%
Black/African American	58%	41%	No	62%
Hispanic	73%	73%	Yes	75%
White	68%	55%	No	72%
English language learners	43%	45%	Yes	48%
Students with disabilities	43%	19%	No	49%
Economically disadvantaged	55%	44%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	1226	89%	5%
Students scoring at or above Achievement Level 4	1226	69%	5%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		0%
Students in lowest 25% making learning gains (FCAT 2.0)			

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)		80%	85%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		30%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		50%	55%

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	289	68%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	52%	No	60%
American Indian				
Asian	80%	79%	No	82%
Black/African American	47%	35%	No	52%
Hispanic	57%	69%	Yes	61%
White	57%	55%	No	61%
English language learners	55%	36%	No	60%
Students with disabilities	33%	25%	No	39%
Economically disadvantaged	46%	43%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	344	28%	63%
Students scoring at or above Achievement Level 4	221	18%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	811	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	118	69%	66%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	234	78%	2%
Middle school performance on high school EOC and industry certifications	234	78%	73%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	108	77%	71%
Students scoring at or above Achievement Level 4	53	25%	31%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	45%	50%
Students scoring at or above Achievement Level 4	10	45%	67%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	27%	35%
Students scoring at or above Achievement Level 4	83	20%	22%

Florida Alternate Assessment (FAA)

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

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)	2		5
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	270	22%	25%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	42	3%	2%
Students who fail a mathematics course	29	2%	1%
Students who fail an English Language Arts course	9	0%	0%
Students who fail two or more courses in any subject	13	1%	0%
Students who receive two or more behavior referrals	172	14%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	168	13%	8%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase parental membership and involvement through revitalized efforts of PTA and SAC as our frontline. Also, increase parental volunteerism with band, chorus, drama, classroom help, field trips, and other school activities. Increased communication via newsletters, website, and phone messages to encourage parental participation. Publish news articles in the local newspaper and the district website. Utilize the volunteer coordinator to increase business and faith-based partnerships.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parent volunteers to 10% of student population.	102	8%	10%

Area 10: Additional Targets

Additional targets for the school

School Safety Goal: Our School will create a schoolwide safety plan for a safe and civil school environment in concordance with the district policy and with input from all of our stakeholders; the plan will address weather safety, emergency procedures including code drills, and evacuation procedures both on and off campus. The plan will include monthly monitoring and random drills as well.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase the percentage of students scoring at Achievement level 3 in math.
- G2.** 50% of all students in grade 8 will achieve proficiency 3+ on the 2014 FCAT Science Test.
- G3.** The percent of students making learning gains in mathematics will increase.
- G4.** Increase the number of students scoring at achievement level 3 or above on Algebra 1 EOC.
- G5.** Increase the goal by 25% on the 2013-14 FAA
- G6.** Increase the percentage of students passing the Geometry End of Course assessment to match the state average of 97% and increase the average student's mean scale score to match or exceed the state average of 433.
- G7.** To help our students in lowest 25% achieve learning gains of at least 11 points on their FCAT 2.0.
- G8.** Students achieving level 3 in reading will increase proficiency on or above the grade level on or above NGSS/CC standards in reading.
- G9.** The percentage of students making learning gains in reading will increase.
- G10.** Students achieving level 4 and higher in reading will increase proficiency on the grade level NGSS/CC standards in reading.
- G11.** Students in the lowest quartile (25%) will increase learning gains in Reading.
- G12.** Increase the number of students scoring level 4 and above on FCAT Math.
- G13.** Goal #1: Increase the percentage of students achieving at least a 3.5 on the Writing FCAT.

Goals Detail

G1. Increase the percentage of students scoring at Achievement level 3 in math.

Targets Supported

Resources Available to Support the Goal

- Increase teacher use of technology.
- Provide before and after school access to students (via labs) who do not have internet at home.
- Daily warm-ups will be used by teachers to pique student interest in math content.
- Student conferencing during class and team time with a focus on math targets.
- Faculty professional development training will be conducted as necessary.
- Use Gizmos, iReady, Reflexmath, Accelerated Math, and instructional videos
- Gaggle

Targeted Barriers to Achieving the Goal

- Lack of Confidence
- Staff/students computer literacy skills

Plan to Monitor Progress Toward the Goal

Accelerated Math

Person or Persons Responsible

Teachers (and Administrators)

Target Dates or Schedule:

Daily/Weekly

Evidence of Completion:

TOPS Reports

G2. 50% of all students in grade 8 will achieve proficiency 3+ on the 2014 FCAT Science Test.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Consumable text book
- explore learning (gizmos)
- exploratory learning
- interactive notebooks

Targeted Barriers to Achieving the Goal

- lack of retention between grade levels
- teacher knowledge of item specs
- students working below grade level

Plan to Monitor Progress Toward the Goal

CGA Baseline for each grade level as compared to CGA Post (FCAT score should reflect CGA Post score)

Person or Persons Responsible

science teachers and admin

Target Dates or Schedule:

monthly

Evidence of Completion:

quarterly data chat

G3. The percent of students making learning gains in mathematics will increase.

Targets Supported

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

Resources Available to Support the Goal

- Use Enrichment math specifically for lower achieving students.
- Increase teachers' use of technology, via computer labs in class to access Reflex, iReady, Carnegie Learning, and Accelerated Math.
- Provide before and after school access to students who do not have internet at home.
- Daily warm-ups to pique students' interest in math content.
- Student conferencing during class with a focus on math targets.

Targeted Barriers to Achieving the Goal

- Scheduling issues/ classroom size
- Staff/students' computer literacy skills.
- Staff to allow access to computers before and after school.

Plan to Monitor Progress Toward the Goal

FCAT, CGA tests

Person or Persons Responsible

Students

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Results from test

G4. Increase the number of students scoring at achievement level 3 or above on Algebra 1 EOC.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Reflex Math,
- i-Ready testing
- Algebra 1 EOC Prep Manual
- Online Algebra 1 2.0 Practice Test and Answer document
- Computer carts

Targeted Barriers to Achieving the Goal

- Lack of parental support
- Lack of technology-based home learning
- Poor study habits

Plan to Monitor Progress Toward the Goal

Improved grades on progress reports and report cards

Person or Persons Responsible

Algebra 1 teachers

Target Dates or Schedule:

At every issuance of progress reports and report cards

Evidence of Completion:

Improved grade breakdowns by class

G5. Increase the goal by 25% on the 2013-14 FAA

Targets Supported

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

Resources Available to Support the Goal

- Computers, Gizmo, lower level materials and books

Targeted Barriers to Achieving the Goal

- Time to work with the students, limited staff members to cover the ESE students

Plan to Monitor Progress Toward the Goal

Students are following the FAA standards for individual participation

Person or Persons Responsible

ESE teachers and Gen Ed teachers

Target Dates or Schedule:

Every 4 weeks

Evidence of Completion:

School assignments, progress reports, tests, individual work

G6. Increase the percentage of students passing the Geometry End of Course assessment to match the state average of 97% and increase the average student's mean scale score to match or exceed the state average of 433.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Glencoe Interactive Textbook, workbook, iReady, Reflex math, Accelerated Math

Targeted Barriers to Achieving the Goal

- Students' computer literacy skills.
- Students' understanding and lack of retention due to poor work ethic and study habits.

Plan to Monitor Progress Toward the Goal

Objective Mastery Data

Person or Persons Responsible

Teacher

Target Dates or Schedule:

Prior to progress reports and report cards.

Evidence of Completion:

Students show mastery of the standards via a test score of 60% or better.

G7. To help our students in lowest 25% achieve learning gains of at least 11 points on their FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- Resources used to support this goal includes but not limited to: Enrichment Math Course for Level 1 and Lower Level 2 students; Accelerated Math Software; ReFlex Math Proficiency Software; I-Ready Diagnostic Software; Carnegie Learning MATHia Software.

Targeted Barriers to Achieving the Goal

- Limited Supplies, such as paper, toner, and laptops. Student lack of computer access at home.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G8. Students achieving level 3 in reading will increase proficiency on or above the grade level on or above NGSS/CC standards in reading.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, CELLA)

Resources Available to Support the Goal

- Reading Coach
- "Super Six" reading strategies explicitly taught through content areas.
- Sustained Silent Reading the first fifteen minutes during P.E. class
- FCAT Explorer
- Set quarterly reading goals with celebrations for those that have met the monthly goals.
- Novel Studies
- Weekly PLC collaborations
- Data chats regarding current assessment results

Targeted Barriers to Achieving the Goal

- Time restraints
- Access to high interest/low readability, appropriate lexile level novels.
- Computer programs such as Accelerated Reader and other programs to give extra reading practice with technology

Plan to Monitor Progress Toward the Goal

Students will successfully increase their reading scores.

Person or Persons Responsible

Principal and Administrators

Target Dates or Schedule:

ongoing

Evidence of Completion:

Increase in student performance per progress monitoring tools.

G9. The percentage of students making learning gains in reading will increase.

Targets Supported

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

Resources Available to Support the Goal

- Student conferencing.
- Implementation of SRA Corrective Reading program
- DAR program to determine student progress
- Use of a school-wide system of intervention for students struggling with reading skills.
- Practice with use of technology.
- Provide silent sustained reading daily.
- Counsel students in test taking strategies

Targeted Barriers to Achieving the Goal

- Administering the DAR during classroom instructional time.
- Lack of training for Corrective Reading
- Availability of high interest low level novels.
- Students lacking test taking strategies

Plan to Monitor Progress Toward the Goal

Teachers will utilize DAR data

Person or Persons Responsible

Teachers with assistance from Reading Coach

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Lessons will reflect implementation of weaknesses for each student

G10. Students achieving level 4 and higher in reading will increase proficiency on the grade level NGSS/CC standards in reading.

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading strategies explicitly taught through content classes.
- Computer carts
- Weekly PLC collaborations.
- Celebration for meeting quarterly goals
- Media Center available for all students and teachers

Targeted Barriers to Achieving the Goal

- Reading strategies inconsistently taught through all content areas.
- Lack of resources for celebrations
- Lack of accessibility of media center.

Plan to Monitor Progress Toward the Goal

Use of reading strategies in classroom

Person or Persons Responsible

Principal, Reading Coach

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increase in reading scores. Increase in reading proficiency

G11. Students in the lowest quartile (25%) will increase learning gains in Reading.

Targets Supported

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

Resources Available to Support the Goal

- SRA Corrective Reading Program
- Novels that are part of Corrective Reading and ELA programs.
- DAR program to identify specific literacy needs for students, with remediation tools provided for the teachers.
- Use of "Super Six" reading strategies throughout all content areas.
- Imbed the "Read, Write and Discuss" model throughout the instructional framework.
- Testing coordinator provides data and interpretation so as to facilitate teacher instructional planning and interventions.
- Reading Coach for onsite professional development and teacher support.

Targeted Barriers to Achieving the Goal

- Lack of training in Corrective Reading Program.
- Students experiencing test taking anxiety and/or not seriously applying themselves during testing.
- Lack of training in the use of the "Super Six" reading strategies for all content areas.
- Students that are not currently placed in a reading class with students on their same level.
- Lack of explicit instruction in reading for students performing in the lower quartile.

Plan to Monitor Progress Toward the Goal

SRA, DAR, and other pertinent data; use of reading strategies by students across the curriculum

Person or Persons Responsible

All teachers and the reading coach

Target Dates or Schedule:

Achievement measured on various embedded assessments throughout the year

Evidence of Completion:

Improved student scores on the in-class assessments and eventually on the FCAT

G12. Increase the number of students scoring level 4 and above on FCAT Math.

Targets Supported

Resources Available to Support the Goal

- use of Technology
- Provide before and after school access to students who do not have internet at home.
- Unit projects and other enrichment activities to pique students' interest.
- Use of Gaggle.

Targeted Barriers to Achieving the Goal

- Staff computer literacy skills.
- Student boredom if they're not challenged.

Plan to Monitor Progress Toward the Goal

Grade portal, progress reports, reports from programs

Person or Persons Responsible

Teachers, students, parents

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Improved scores on tests and other accountability tasks.

G13. Goal #1: Increase the percentage of students achieving at least a 3.5 on the Writing FCAT.

Targets Supported

- Writing

Resources Available to Support the Goal

- Use writing strategies that are consistently taught across content areas.
- Develop school wide specific rubric for grading.
- Teacher's model prompts and show proper usage and techniques.
- Students must keep specific examples of their different types of writing in their portfolios which would include revised pieces.

Targeted Barriers to Achieving the Goal

- Teacher's expectations are not consistent across the board.
- Using non specific individual rubrics for scoring.

Plan to Monitor Progress Toward the Goal

Student writing tasks monthly in ELA and social studies; schoolwide focus on reading, writing, and discussion in every class every day.

Person or Persons Responsible

All teachers, with a focus on ELA and monitoring by administration classroom walkthroughs

Target Dates or Schedule:

Daily, monthly, quarterly (DTW)

Evidence of Completion:

Increased achievement on the district timed writings and on FCAT

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the percentage of students scoring at Achievement level 3 in math.

G1.B1 Lack of Confidence

G1.B1.S1 Use of Accelerated Math. Students receive instant feedback and they are reinforced by mastering objectives. Scaffolding skills allow students to be successful and builds confidence to prepare for more challenging work.

Action Step 1

Use Accelerated Math

Person or Persons Responsible

All math teachers

Target Dates or Schedule

As needed to reinforce mastery of skills by allowing students to monitor their improvement.

Evidence of Completion

Objective mastery

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

Use of Accelerated Math

Person or Persons Responsible

Teachers (Admin. also has rights to oversee every class at their discretion)

Target Dates or Schedule

Daily

Evidence of Completion

TOPS reports and Student Rankings can be printed at any time, providing teacher, students, and admin. of up-to-the-minute results.

Plan to Monitor Effectiveness of G1.B1.S1

Accelerated Math

Person or Persons Responsible

Teachers (and Administrators)

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

TOPS Reports and Student Rankings indicate student and number of mastered objectives

G1.B3 Staff/students computer literacy skills

G1.B3.S1 Professional development provided in house and by district experts.

Action Step 1

Professional Development

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Computers are being used regularly in the classrooms using district and school programs.

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Use of technology (Accelerated Math, BigBrainz.com, Explorelearning.com, brainpop.com)

Person or Persons Responsible

Students, Teachers

Target Dates or Schedule

Weekly (at minimum)

Evidence of Completion

TOPS Reports (Accelerated Math), printed worksheets from the sites (explorelearning.com & brainpop.com, completion certificates (Bigbrainz.com)

Plan to Monitor Effectiveness of G1.B3.S1

Use of Technology and Increase in Computer Literacy

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Weekly (at minimum)

Evidence of Completion

Insight and Inform for CGAs should demonstrate improved understanding of materials

G2. 50% of all students in grade 8 will achieve proficiency 3+ on the 2014 FCAT Science Test.

G2.B1 lack of retention between grade levels

G2.B1.S1 Vertical articulation

Action Step 1

Department PLC - Vertical articulation

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Once/month during early release for the remainder of the school year

Evidence of Completion

Meeting notes, data chats

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

Monthly participation in department PLC

Person or Persons Responsible

Science teachers

Target Dates or Schedule

monthly

Evidence of Completion

meeting minutes

Plan to Monitor Effectiveness of G2.B1.S1

Department PLC collaboration

Person or Persons Responsible

Science teachers

Target Dates or Schedule

monthly

Evidence of Completion

participation, department minutes, student work

G2.B1.S2 FCAT data to review item specs

Action Step 1

FCAT data/item specs

Person or Persons Responsible

Science teachers

Target Dates or Schedule

once/week - grade level PLC once/month - department PLC

Evidence of Completion

data chats

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

Item specs placed in interactive notebooks and displayed in class

Person or Persons Responsible

science teachers

Target Dates or Schedule

at the start of every unit

Evidence of Completion

item specs are in interactive notebooks

Plan to Monitor Effectiveness of G2.B1.S2

visible in interactive notebooks and in the classroom

Person or Persons Responsible

science teachers and students

Target Dates or Schedule

start of each unit

Evidence of Completion

visible

G2.B1.S3 Interactive notebooks

Action Step 1

Interactive notebooks

Person or Persons Responsible

Science teachers

Target Dates or Schedule

daily

Evidence of Completion

presence/completion of student notebooks

Plan to Monitor Fidelity of Implementation of G2.B1.S3

examples of student interactive notebooks in department PLC discussions

Person or Persons Responsible

science teachers

Target Dates or Schedule

monthly

Evidence of Completion

examples

Plan to Monitor Effectiveness of G2.B1.S3

content of interactive notebook

Person or Persons Responsible

science teachers

Target Dates or Schedule

monthly

Evidence of Completion

student work

G2.B2 teacher knowledge of item specs

G2.B2.S1 Summary of student mastery on grade level standard

Action Step 1

Student mastery

Person or Persons Responsible

Science teachers

Target Dates or Schedule

once/month

Evidence of Completion

data chats, addition of item spec standards in interactive notebooks

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

CGA Post

Person or Persons Responsible

science teachers, students, and admin

Target Dates or Schedule

end-of-year

Evidence of Completion

passing score of 70% or higher

Plan to Monitor Effectiveness of G2.B2.S1

CGA Post

Person or Persons Responsible

science teachers and admin

Target Dates or Schedule

end-of-year

Evidence of Completion

score of 70% or higher

G2.B3 students working below grade level

G2.B3.S1 Exploratory style teaching

Action Step 1

Exploratory style teaching

Person or Persons Responsible

Science teachers and students

Target Dates or Schedule

every day

Evidence of Completion

lesson plans and observations

Plan to Monitor Fidelity of Implementation of G2.B3.S1

posting and sharing lesson plans

Person or Persons Responsible

science teachers

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans posted and grade level PLC discussion

Plan to Monitor Effectiveness of G2.B3.S1

assessment data

Person or Persons Responsible

science teachers

Target Dates or Schedule

quarterly

Evidence of Completion

70% or above passing on CGA's

G3. The percent of students making learning gains in mathematics will increase.

G3.B1 Scheduling issues/ classroom size

G3.B1.S2 Verifying level 1 and level 2 students are scheduled in Enrichment Math.

Action Step 1

Schedules checked for appropriate placement

Person or Persons Responsible

AP of Curriculum

Target Dates or Schedule

As soon as possible

Evidence of Completion

Students properly placed in classes

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Students placed in appropriate classes

Person or Persons Responsible

Administration

Target Dates or Schedule

As soon as possible

Evidence of Completion

Students in proper classes.

Plan to Monitor Effectiveness of G3.B1.S2

Results from FCAT, CGA posts

Person or Persons Responsible

Students

Target Dates or Schedule

Scheduled testing dates

Evidence of Completion

Results from FCAT and CGA post test

G3.B1.S3 Additional Math Teacher to assist with level 1 and level 2 students.

Action Step 1

Hiring additional math teacher

Person or Persons Responsible

Administration

Target Dates or Schedule

As soon as possible

Evidence of Completion

Following mandated classroom size

Plan to Monitor Fidelity of Implementation of G3.B1.S3

A new math teacher hired.

Person or Persons Responsible

Qualified teacher

Target Dates or Schedule

As soon as funds are released.

Evidence of Completion

Mandated classroom size is in compliance.

Plan to Monitor Effectiveness of G3.B1.S3

FCAT, CGA post tests

Person or Persons Responsible

Students

Target Dates or Schedule

Scheduled testing dates

Evidence of Completion

Results from tests

G3.B2 Staff/students' computer literacy skills.

G3.B2.S1 Continuous classroom access to district programs.

Action Step 1

Access to computers in classroom

Person or Persons Responsible

Administration

Target Dates or Schedule

As often as possible/ when needed

Evidence of Completion

All classes able to use online resources

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Computers available in classrooms

Person or Persons Responsible

Administration/Teachers

Target Dates or Schedule

When needed

Evidence of Completion

Teachers cooperating with sharing of laptop carts.

Plan to Monitor Effectiveness of G3.B2.S1

Becoming more proficient in the use of computers

Person or Persons Responsible

Teachers and students

Target Dates or Schedule

continuously

Evidence of Completion

Showing fluency on computers

G3.B3 Staff to allow access to computers before and after school.

G3.B3.S1 Provide stipends for teachers/faculty who are willing to come in before school hours and/or after school hours to allow students computer access.

Action Step 1

Providing access to computers

Person or Persons Responsible

Students without internet access at home

Target Dates or Schedule

At least twice a week

Evidence of Completion

Implimentation

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Allowing computer access before and after school

Person or Persons Responsible

Administration/teachers

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Students timely manner of completing assignments

Plan to Monitor Effectiveness of G3.B3.S1

Students use of computers before and after school

Person or Persons Responsible

Teachers/Administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Students use of computers in class and completion of work.

G4. Increase the number of students scoring at achievement level 3 or above on Algebra 1 EOC.

G4.B2 Lack of parental support

G4.B2.S1 Improve communication with parents.

Action Step 1

Contact parents via email, telephone or flyers

Person or Persons Responsible

Algebra 1 teachers

Target Dates or Schedule

At least 3 times during each quarter

Evidence of Completion

Increased parental involvement

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Maintain record of parental contact

Person or Persons Responsible

Algebra 1 teachers

Target Dates or Schedule

At each communication opportunity

Evidence of Completion

Log entry

Plan to Monitor Effectiveness of G4.B2.S1

Parental contact log

Person or Persons Responsible

Algebra 1 teachers

Target Dates or Schedule

At every communication opportunity

Evidence of Completion

Log entry

G4.B2.S2 Invite parents to participate or volunteer in the classroom

Action Step 1

Extend invitation to the classroom

Person or Persons Responsible

Algebra 1 teachers

Target Dates or Schedule

At the beginning of each quarter

Evidence of Completion

Increased parental presence in the classroom

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Parental contact log

Person or Persons Responsible

Algebra 1 teachers

Target Dates or Schedule

At each communication opportunity

Evidence of Completion

Log entry

Plan to Monitor Effectiveness of G4.B2.S2

Parental contact log

Person or Persons Responsible

Algebra 1 teachers

Target Dates or Schedule

At every communication opportunity

Evidence of Completion

Log entry

G5. Increase the goal by 25% on the 2013-14 FAA

G5.B1 Time to work with the students, limited staff members to cover the ESE students

G5.B1.S1 adding another teacher to give more time with the students in the classroom. schedule more of our students in the same class to cover more at a time

Action Step 1

group work and more one-on-one help for those students struggling in a specific area

Person or Persons Responsible

ESE teacher and Gen Ed Teacher collaboration

Target Dates or Schedule

during class time, before school tutoring,

Evidence of Completion

tests, grades, work samples, and standardized tests

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

Use the data from the testings or assignments to reteach problem area

Person or Persons Responsible

ESE and Gen Ed teachers

Target Dates or Schedule

During class time or before school

Evidence of Completion

retesting, work samples, and other evaluations

Plan to Monitor Effectiveness of G5.B1.S1

retests, and data from previous tests

Person or Persons Responsible

ESE and gen ed. teacher

Target Dates or Schedule

before school, after school, PLCs

Evidence of Completion

new data from tests and evaluations

G6. Increase the percentage of students passing the Geometry End of Course assessment to match the state average of 97% and increase the average student's mean scale score to match or exceed the state average of 433.

G6.B2 Students' computer literacy skills.

G6.B2.S1 Train students using school laptops to access district programs and resources online.

Action Step 1

Train students using school laptops to access district programs and resources online.

Person or Persons Responsible

Teacher

Target Dates or Schedule

During class period

Evidence of Completion

Students show comfort using a variety computer programs.

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Train students using school laptops to access district programs and resources online.

Person or Persons Responsible

Administration

Target Dates or Schedule

During formal and informal observations

Evidence of Completion

Students show comfort using a variety computer programs.

Plan to Monitor Effectiveness of G6.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B4 Students' understanding and lack of retention due to poor work ethic and study habits.

G6.B4.S1 Daily practice using accelerated math and student workbook.

Action Step 1

Assign objectives in Accelerated Math based on current and previously taught standards.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Students will have objectives on deck at all times.

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Accelerated Math data will be reviewed regularly.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily / weekly

Evidence of Completion

Students will have new objectives on deck at all times. Teacher will generate tests as soon as students show mastery on an objective.

Plan to Monitor Effectiveness of G6.B4.S1

Data from Accelerated Math

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Students must score a 60% or higher on their practice assignment to receive a test and show mastery of an objective. If a student struggles more than once with an objective, an exercise will be generated, and the student will receive one-on-one discussion with the teacher.

G7. To help our students in lowest 25% achieve learning gains of at least 11 points on their FCAT 2.0.

G7.B1 Limited Supplies, such as paper, toner, and laptops. Student lack of computer access at home.

G7.B1.S1 Solicit materials from outside resources, such as parents, churches, and businesses.

Action Step 1

Improve Student FCAT 2.0 Proficiency Level

Person or Persons Responsible

Mathematics teachers will implement the strategies stated

Target Dates or Schedule

August 2013

Evidence of Completion

Higher percentage of students scoring level 3 or higher.

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

Administrators and Parents will support the teachers in implementing these strategies. This will occur daily, as students are assigned work using this software. It should be the parents responsibility to monitor their students personal progress at home, and administrators responsibility to monitor progress in the classroom. All data will be available through the supporting software.

Person or Persons Responsible

Teachers, Administrators, and Parents

Target Dates or Schedule

Weekly (minimum)

Evidence of Completion

Data from our supporting software: Accelerated Math; I-Ready; ReFLex.

Plan to Monitor Effectiveness of G7.B1.S1

Data from our supporting software: Accelerated Math; I-Ready; ReFLex.

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Once a month for Early Release review.

Evidence of Completion

Successful Response: Steady progression in student data. Questionable Response: No Progression.
Poor Response: Decline in student performance.

G8. Students achieving level 3 in reading will increase proficiency on or above the grade level on or above NGSS/CC standards in reading.

G8.B1 Time restraints

G8.B1.S1 Differentiated instruction will be utilized in the classroom so as to increase student time on task.

Action Step 1

Teachers need to be familiar with the differentiated instruction model.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's will show an increase in their assessments scores.

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

Use of differentiated instructional model

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Differentiated instruction will be reflected in the teacher's lesson plans.

Plan to Monitor Effectiveness of G8.B1.S1

Use of differentiated instruction the learning environment.

Person or Persons Responsible

The classroom teacher, Principal and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in student performance

G8.B2 Access to high interest/low readability, appropriate lexile level novels.

G8.B2.S1 Principal will appoint a staff or faculty member to man the media center so students can check out books on their lexile level.

Action Step 1

A faculty or staff member will be chosen to man the media center.

Person or Persons Responsible

Principal

Target Dates or Schedule

During the first quarter

Evidence of Completion

Students will have access to the media center to check out books.

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Students will have access to the use of high interest/low readability novels and short stories.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Students having the opportunity to check out high interest/low readability novels and short stories.

Plan to Monitor Effectiveness of G8.B2.S1

Opportunity to check out novels that are high interest/low readability.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

There will be an increase in the student's reading scores.

G9. The percentage of students making learning gains in reading will increase.

G9.B1 Administering the DAR during classroom instructional time.

G9.B1.S1 Teachers will receive training and overview of administration of the DAR and the trial testing strategies.

Action Step 1

Small group inservice training

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

During planning prior to equalizing enrichment reading classes.

Evidence of Completion

Teachers will successfully administer the DAR to E1 and E2 reading students.

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

Administration of the DAR

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing throughout testing window

Evidence of Completion

All E1 and E2 students will have a detailed snapshot of strengths and weaknesses of their current reading skills.

Plan to Monitor Effectiveness of G9.B1.S1

Implementation of DAR assessment

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers will complete DAR during testing window.

G9.B2 Lack of training for Corrective Reading

G9.B2.S1 Provide ongoing support and training utilizing Corrective Reading series

Action Step 1

Corrective Reading training and support

Person or Persons Responsible

Reading Coach and staffed trained faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

The teachers will be following program with fidelity

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Instructional fidelity of the Corrective Reading program

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Corrective use of Corrective Reading program

Plan to Monitor Effectiveness of G9.B2.S1

Students making gains in reading

Person or Persons Responsible

Teachers and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in test result data

G9.B3 Availability of high interest low level novels.

G9.B3.S1 Principal will appoint a staff or faculty member to man the media center so students can check out books on their lexile level.

Action Step 1

A faculty or staff member will be chosen to man the media center.

Person or Persons Responsible

Principal

Target Dates or Schedule

First Quarter

Evidence of Completion

Students will be able to access a variety of reading materials.

Plan to Monitor Fidelity of Implementation of G9.B3.S1

Students having access to high interest/low readability in the media center

Person or Persons Responsible

Principal and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Students having access to books.

Plan to Monitor Effectiveness of G9.B3.S1

Students making gains in reading

Person or Persons Responsible

Principal and Reading Coach and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student data will show improvement in reading.

G9.B4 Students lacking test taking strategies

G9.B4.S1 Teachers will target test taking strategies in the classroom

Action Step 1

Test taking strategies will be utilized in the classroom.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will improve performance on a variety of assessments.

Plan to Monitor Fidelity of Implementation of G9.B4.S1

Successful use of test taking strategies during assessment periods

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in student performance on assessments

Plan to Monitor Effectiveness of G9.B4.S1

Use of test taking strategies on assessments

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in student scores

G10. Students achieving level 4 and higher in reading will increase proficiency on the grade level NGSS/CC standards in reading.

G10.B1 Reading strategies inconsistently taught through all content areas.

G10.B1.S1 Training/classroom modeling throughout the year by the Reading Coach on implementation of reading strategies.

Action Step 1

Reading strategies used in all content areas

Person or Persons Responsible

All content teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Observations, Student products

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

Use of reading strategies in all content classrooms.

Person or Persons Responsible

Principal, Reading Coach, Administrators

Target Dates or Schedule

ongoing

Evidence of Completion

Student products

Plan to Monitor Effectiveness of G10.B1.S1

Use of reading strategies in content areas

Person or Persons Responsible

Principal, Reading coach, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Student products, increase in reading scores

G10.B3 Lack of resources for celebrations

G10.B3.S1 Make computer carts available for use. Provide a schedule for computer use for ELA and reading classes.

Action Step 1

Computer schedule

Person or Persons Responsible

ELA/Reading teachers

Target Dates or Schedule

Within 30 days

Evidence of Completion

Schedule made for computer use

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Computer schedule

Person or Persons Responsible

ELA and reading teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule will be consistently used, Students will become comfortable reading on the computers

Plan to Monitor Effectiveness of G10.B3.S1

Computer schedule

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Computers will be used. Teachers will incorporate computers in their lessons

G10.B4 Lack of accessibility of media center.

G10.B4.S1 Work on getting volunteers to "man" the media center so that it is available to all students.

Action Step 1

Volunteers for use of media center

Person or Persons Responsible

Teachers and Reading Coach

Target Dates or Schedule

Within 90 days

Evidence of Completion

Volunteers will be used

Plan to Monitor Fidelity of Implementation of G10.B4.S1

Media Center Volunteers

Person or Persons Responsible

Principal, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Volunteers will be chosen, students will be checking out books regularly

Plan to Monitor Effectiveness of G10.B4.S1

Volunteers for media center

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Media Center will be used by students and teachers on a regular basis

G11. Students in the lowest quartile (25%) will increase learning gains in Reading.

G11.B1 Lack of training in Corrective Reading Program.

G11.B1.S1 Provide monthly PLC support and training with teachers that are trained in direct instruction on staff.

Action Step 1

Corrective Reading training

Person or Persons Responsible

District coach, Reading coach, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Program will be implemented correctly

Action Step 2

Corrective Reading training

Person or Persons Responsible

District coach, Reading coach, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Program will be implemented correctly

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

Use of Corrective Reading Program

Person or Persons Responsible

Reading Coach, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Program will be implemented correctly according to the district

Plan to Monitor Effectiveness of G11.B1.S1

Use of the Corrective Reading Program

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence of teachers implementation

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G11.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G11.B3 Lack of training in the use of the "Super Six" reading strategies for all content areas.

G11.B3.S1 "Super Six" strategy instruction will be implemented by the classroom teachers.

Action Step 1

Use of "Super Six" strategies in all content areas

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will utilize reading strategies in all content areas

Plan to Monitor Fidelity of Implementation of G11.B3.S1

Students will use the "super six" reading strategies in content areas.

Person or Persons Responsible

Teachers will monitor use of strategies through evidence in classroom work.

Target Dates or Schedule

Ongoing use of strategies.

Evidence of Completion

Students will successfully use strategy instruction as evidenced by an increase in academic performance in all content areas.

Plan to Monitor Effectiveness of G11.B3.S1

Student successful use of "Super Six" strategies in all content areas.

Person or Persons Responsible

All Content classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will successfully use the Super Six strategies in reading comprehension.

G11.B5 Lack of explicit instruction in reading for students performing in the lower quartile.

G11.B5.S1 Strategy instruction for students performing below grade level.

Action Step 1

Use of explicit instruction through the use of strategies for below level students.

Person or Persons Responsible

Classroom teachers and Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will make learning gains.

Plan to Monitor Fidelity of Implementation of G11.B5.S1

Teachers will see gains in students assessment

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing progress monitoring of students performance.

Evidence of Completion

Teachers will see student gains academic performance as students utilize strategy instruction to assist them in comprehension of material across the content areas.h

Plan to Monitor Effectiveness of G11.B5.S1

Students will make gains in reading across the content areas.

Person or Persons Responsible

Teachers will monitor students academic performance for reading gains.

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will show reading gains as evidence of use of strategies in daily classroom work and on assessments.

G12. Increase the number of students scoring level 4 and above on FCAT Math.

G12.B1 Staff computer literacy skills.

G12.B1.S1 Ongoing staff trainings to enhance skill level.

Action Step 1

Professional development for computer literacy skills pertinent to math

Person or Persons Responsible

PDF, math teachers, district staff, administrators

Target Dates or Schedule

During common planning sessions or early release time

Evidence of Completion

Increased use of technology based programs and data analysis by staff

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G12.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G12.B3 Student boredom if they're not challenged.

G12.B3.S1 Provide alternate accountability tasks such as unit projects and enrichment activities.

Action Step 1

Provide tasks for student enrichment (not just more work) based on Unit skills taught.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Tasks are completed.

Plan to Monitor Fidelity of Implementation of G12.B3.S1

PLC discussion about possible alternatives to paper and pencil tasks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Tasks and ideas will continually be updated. Short term goal will be to have at least 2 alternative tasks per unit.

Plan to Monitor Effectiveness of G12.B3.S1

Student engagement and completion of tasks. Students will also offer suggestions for projects.

Person or Persons Responsible

Teachers, students

Target Dates or Schedule

Ongoing

Evidence of Completion

Tasks are completed and scores are passing,

G13. Goal #1: Increase the percentage of students achieving at least a 3.5 on the Writing FCAT.

G13.B1 Teacher's expectations are not consistent across the board.

G13.B1.S1 Teachers will participate in a writing workshop that defines the writing rubric and what each part "looks" like.

Action Step 1

Provide Professional Development on writing rubric.

Person or Persons Responsible

Reading Coach and writing teachers

Target Dates or Schedule

Within the first semester.

Evidence of Completion

Teachers grading student writing more consistently.

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Teachers scoring of writing pieces

Person or Persons Responsible

Content area teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Clearer consistency of scoring of student writing pieces

Plan to Monitor Effectiveness of G13.B1.S1

Consistent scoring of writing pieces

Person or Persons Responsible

Content area teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

The quality of the writing pieces will improve in all content areas.

G13.B1.S2 Provide opportunities for teachers to practice and interpretation of scoring

Action Step 1

Teacher's will participate in collaborative scoring sessions.

Person or Persons Responsible

Classroom writing teachers

Target Dates or Schedule

First semester

Evidence of Completion

There will be an overall consistency in scoring.

Action Step 2

Teacher's will participate in collaborative scoring sessions.

Person or Persons Responsible

Classroom writing teachers

Target Dates or Schedule

First semester

Evidence of Completion

There will be an overall consistency in scoring.

Plan to Monitor Fidelity of Implementation of G13.B1.S2

Teacher's appropriately scoring expository and persuasive writing pieces.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers will successfully score expository and persuasive writing pieces

Plan to Monitor Effectiveness of G13.B1.S2

Teacher's appropriately scoring expository and persuasive writing pieces.

Person or Persons Responsible

Teachers

Target Dates or Schedule

In daily and weekly classroom practice in writing

Evidence of Completion

Students will make gains in writing

G13.B2 Using non specific individual rubrics for scoring.

G13.B2.S1 Provide specific rubrics developed by the Florida Department of Education.

Action Step 1

Provide opportunities for collaboration on interpretation of FLDOE writing rubrics.

Person or Persons Responsible

Reading Coach, District staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers will be able to consistently score a variety of writing pieces across the content area.

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Consistent and appropriate use of the FLDOE writing rubrics.

Person or Persons Responsible

Classroom teachers across the content area

Target Dates or Schedule

Ongoing

Evidence of Completion

Students writing pieces will reflect all components of the writing rubric.

Plan to Monitor Effectiveness of G13.B2.S1

Consistent and appropriate use of the FLDOE writing rubrics.

Person or Persons Responsible

Reading Coach, classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students writing pieces will reflect all components of the writing rubric.

G13.B2.S2 Teachers develop, within their PLC's criteria for the creation of specific rubrics for a variety of pieces.

Action Step 1

The development of specific rubrics for a variety of persuasive and expository writing

Person or Persons Responsible

Teachers, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

A variety of rubrics will be developed for persuasive and expository writing

Plan to Monitor Fidelity of Implementation of G13.B2.S2

The use by students of expository and persuasive rubrics.

Person or Persons Responsible

The classroom teacher, students

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement in quality in persuasive and expository writing performance.

Plan to Monitor Effectiveness of G13.B2.S2

The use by students of expository and persuasive rubrics

Person or Persons Responsible

Classroom teachers, Students

Target Dates or Schedule

Ongoing daily writing activities.

Evidence of Completion

Students will improve the quality of their expository and persuasive writing pieces.

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.

Appendix 2: Budget to Support School Improvement Goals