Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Forest Grove Middle School

3201 S 25TH ST
Fort Pierce, FL 34981
772-468-5885
http://www.stlucie.k12.fl.us/fgm/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	89%

Alternative/ESE Center	Charter School	Minority Rate
No	No	75%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	D	C	B

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School
Forest Grove Middle School

Principal
Terrance Davis

School Advisory Council chair
Jeffrey Kohuth

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

Name	Title
Bryan Wilkins	Assistant Principal
Marcy Luckey	ESE Specialist
Suzan Eshleman	Literacy Coach
April Rogers	Instructional Coach/Science Chair
Greg Propis	Guidance Director
Katina Barriner	Language Arts Chair
Terrance Barriner	Social Stuides Chair
Darlene Karson	Math Chair
Melissa Coleman	MTSSS Chair

District-Level Information

District
St. Lucie

Superintendent
Mrs. Genelle Zoratti Yost

Date of school board approval of SIP
11/10/2013

School Advisory Council (SAC)

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

Membership of the SAC

Jeffrey Kohuth, Chairperson; Terrance Davis, Principal; Colleen Wilson, Secretary;

Involvement of the SAC in the development of the SIP

SAC Chair participates in the development and monitoring of the School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC will approve the School Improvement Plan and budget. The SAC will monitor the impact of the School Improvement Plan strategies on student performance data at every meeting when the data is available, and will recommend adjustments as appropriate and as suggested by the data. Should any changes be recommended to the School Improvement Plan, the SAC will be required to approve them by vote prior to implementation.

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

To support the implementation of the School Improvement Plan.

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

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

Highly Qualified Staff

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

Administrators

# of administrators
2

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

Administrator Information:

Terrance Davis		
Principal	Years as Administrator: 16	Years at Current School: 3
Credentials	B.A./Spanish; M.S./Educational Leadership; Certification: School Principal (All Levels), Spanish K-12, ESOL Endorsement	
Performance Record	Royal Palm Beach High School 1997-1999 (A.P.)- C; St. Lucie West Centennial High School, 2000-2003 (A.P.)- C; Fort Pierce Central High School (A.P.); 2004- D; 2005- C; Port St. Lucie High School (Principal) 2006-C, 2007-C, 2008-C, 2009-D, 2010-C. Forest Grove Middle School (Principal) 2012-C; Forest Grove Middle School (Principal), 2013-D.	

Bryan Wilkins		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials		
Performance Record		

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Suzan Eshleman		
Part-time / District-based	Years as Coach: 11	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	M.S., Educational Leadership; B.A. Elementary Education; B.S. Business Administration. Certification: Educational Leadership; Elementary Education; ESOL Endorsement; Prekindergarten/ Primary Education, Reading Endorsement	
Performance Record	Forest Grove Middle School: 2012-2013 School Grade=D, 469 2011-2012 School Grade = C, 505 Westgate K-8 School: 2006-07 School grade = B, 502 points 2007-08 School Grade = A, 544 points 2008-2009 School Grade = A, 568 points 2009-210 School Grade = A, 559 points 2010-2011 School Grade= A, 576 points School has not met AYP 4 years (Prevent II)	

April Rogers		
Part-time / District-based	Years as Coach: 4	Years at Current School: 7
Areas	Science	
Credentials	English 6-12 Reading Endorsed k-12 Educational Leadership	
Performance Record	Port St. Lucie High School as Assistant Principal 2012-2013 School Grade = Predicted to be a D 2011-2012 School Grade = C, 950 points 2010-2011 School Grade = D, 546 points Forest Grove Middle School as Literacy Coach and teacher 2009-10 School grade = B, 506 points 2008-09 School Grade = B, 518 points 2007-2008 School Grade = B, 519 points 2006-2007 School Grade = C, 469 points Forest Grove Middle School as Teacher only 2005-2006 School Grade= B 389 points 2004-2005 School Grade = C 345 points 2003-2004 School Grade = C 330 points School has not met AYP 4 years (Prevent II)	

Classroom Teachers

# of classroom teachers
44

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
82%

 # certified in-field
41, 93%

 # ESOL endorsed
14, 32%

 # reading endorsed
31, 70%

 # with advanced degrees
9, 20%

 # National Board Certified
1, 2%

 # first-year teachers
2, 5%

 # with 1-5 years of experience
13, 30%

 # with 6-14 years of experience
12, 27%

 # with 15 or more years of experience
17, 39%

Education Paraprofessionals

# of paraprofessionals
8

 # Highly Qualified
8, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
8

 # 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

Attend Great Florida Teach-In, Post Vacancies on the district web site; District staff post vacancies on the Teachers-Teachers web site. Principal is responsible for recruitment and retention. Retention practices include the district and school induction systems.

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

• Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher.
• Attend 3 District Cohort meetings to obtain needed professional development.
• Utilize release time for teacher observations.
• One-on-one support and coaching provided by mentor and district liaison.
• Complete Pinpoint Content to deepen knowledge on district initiatives.
• Observe a highly effective teacher.
• Complete and document target skills/activities on log.
Meet weekly with mentor at the school to obtain support based on a directed schedule of activities, and to request any additional support needed to be successful in the first year of teaching.
Parings: New Teachers will be paired with a mentor who has a strong record of student performance in the tested subject. Rationale: Improve student performance.

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

Data- both Behavioral and Academic- is systematically examined on a monthly basis. Each tier's effectiveness is guaged based on the data in comparison with SIP goals. The effectiveness of core instruction is supplemented with small-group pullout instruction of students who are struggling in Tier I.

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

Guidance Counselor: Leader and establishes the agenda and priorities for each meeting. Principal and Assistant Principal: Direct interventions. Measure effectiveness of each intervention across time. Math, Science and Reading Chairs: Recommend academic interventions. Dean: Recommend behavioral interventions.

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

Each SAC meeting will focus on a review of the most recent data against the student performance goals outlined in the SIP. Each SAC meeting will review the effectiveness of the core instructional program and the interventions over time, recommending adjustments as appropriate.

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

Reading: Last year's student FCAT performance data; Progress Monitoring data from Baseline, Q1, Q2, and Predictive assessments; Mini-BATS in Reading, Math, and Science; 8th Grade writing prompts.

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

The process will be reviewed at each Department meeting, with an opportunity for teachers to recommend interventions and, using data, determine the effectiveness of the interventions in place. The 8-step Problem Solving system will be used in the decision-making process for interventions.

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: 0

Title I Science Bowl; Math through Jazz; Music Production and Reading; Science Club Science Fair support; Murder Mystery Dinner Theatre script-writing club;

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

The performance on Progress Monitoring Assessments and Mini-BAT assessments of students who participate in these activities will be examined to determine the impact of the strategies on student performance.

Who is responsible for monitoring implementation of this strategy?

TBA Assistant Principal

Literacy Leadership Team (LLT)

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

Name	Title
Suzan Eshleman	Literacy Coach
Terrance Barriner	Social Studies Chair
Katina Barriner	Language Arts Chair
April Rogers	Science Chair
Darlene Karson	Math Chair
Janet Clayman	Electives Chair
Marcy Luckey	ESE Specialist

How the school-based LLT functions

The team will support increased performance in other tested subjects in the following manner: In 8th grade, Reading teachers will use Science informational text in alignment with the district's Science Scope and Sequence. Students who need support for reading in science will be identified for pull-out, small-group instruction in vocabulary and text structures that will provide opportunities for success in both the reading of informational text and science content addressed by the FCAT Science test. In 7th grade, the same process will be used for Civics to prepare students for the Civics EOC exam.

Major initiatives of the LLT

Focus on supporting core curriculum instruction by aligning content in these areas with informational text as identified in the Scope and Sequence. Identify students in the lowest 25% for specific, direct instruction in a small pull-out structure throughout the year.

Every Teacher Contributes to Reading Instruction

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

Through continuous communication and planning with the reading department and literacy leadership team, content will be streamlined to address core reading competencies. Core reading practices in subject areas will include Close Reading, Document-Based Questioning in Social Studies; Explicit Vocabulary instruction will be part of the daily routine in Math, Science, and Elective classes. Reading teachers will support the core curriculum in the following manner: Science Text will be used for teaching Informational Text in 8th grade Reading classes, and will be aligned with the district's Scope and Sequence. In 7th grade Reading classes, informational text will focus on resources that support Civics, and will be aligned with the Scope and Sequence. In Math classes, attacking word problems using reading strategies will be continuous throughout the year.

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

STEM is incorporated in Science; Civics requires participation in Project Citizen

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

Students complete the online career and education interest survey.

Strategies for improving student readiness for the public postsecondary level

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	56%	44%	No	60%
American Indian				
Asian				
Black/African American	43%	30%	No	49%
Hispanic	54%	44%	No	59%
White	70%	60%	No	73%
English language learners	33%	21%	No	40%
Students with disabilities	42%	24%	No	48%
Economically disadvantaged	49%	40%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	372	44%	58%
Students scoring at or above Achievement Level 4	184	21%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		15%
Students scoring at or above Level 7	10	77%	85%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	510	59%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	132	61%	75%

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)	19	35%	40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	24%	30%

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	118	51%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

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	61%	45%	No	65%
American Indian				
Asian				
Black/African American	49%	28%	No	54%
Hispanic	63%	49%	No	66%
White	74%	61%	No	77%
English language learners	36%	24%	No	42%
Students with disabilities	48%	25%	No	53%
Economically disadvantaged	57%	41%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	378	45%	59%
Students scoring at or above Achievement Level 4	160	18%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		33%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		67%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	485	54%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	124	55%	69%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	42		
Middle school performance on high school EOC and industry certifications	41	98%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	96%	100%
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		20%
Students scoring at or above Achievement Level 4	15	84%	88%

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	75	32%	52%
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

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

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)	4		6
Participation in STEM-related experiences provided for students	900	100%	100%

Area 6: Career and Technical Education (CTE)

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

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	123	14%	11%
Students who fail a mathematics course	55	7%	5%
Students who fail an English Language Arts course	37	5%	4%
Students who fail two or more courses in any subject	47	6%	5%
Students who receive two or more behavior referrals	307	34%	28%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	245	27%	23%

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

A minimum of 10% of families (parents/guardians of 90 students) will participate in Parent Night activities each month.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
10% Attendance Rate by Parents/Guardians at each parent night.	20	2%	10%%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The percentage of students who score at on the 2014 CELLA administration will increase to when compared with the 2013 administration

G2. The percentage of students demonstrating Learning Gains in Reading will increase from 59% to 73%.

G3. Student performance on the FCAT 2.0 Mathematics test will increase from 45% proficient in 2013 to 59% proficient in 2014.

G4. The percentage of students demonstrating Learning Gains in Math will increase from 54% in 2013 to 68% in 2014.

G5. 58% of students will score in the Proficient range on the new Civics EOC.

G6. Student performance on the FCAT 2.0 Science test will increase from 32% in 2013 to 52% in 2014.

G7. The number of students participating in Algebra I Honors will increase from 25 to 90. Student performance on the Algebra I EOC will remain at 100%. Student performance on the Geometry EOC will remain at 100%.

G8. Student attendance will increase to 95%.

G9. The Out of School Suspension rate will decrease by 5%.

G10. Core course failures will decrease by 5% per semester.

G11. The rate of parent participation (average number of parents in attendance per event) in Parent Night activities will increase from 2% to 10% of school population's parents/guardians.

G12. 100% of students will participate in Science Fair.

Goals Detail

G1. The percentage of students who score at on the 2014 CELLA administration will increase to when compared with the 2013 administration

Targets Supported

Resources Available to Support the Goal

- Rosetta Stone software for after-school program ESOL paraprofessionals in Spanish and Haitian Creole Dictionaries available for checkout to students in Media Center Core Instruction

Targeted Barriers to Achieving the Goal

- Teachers without ESOL endorsement
- Only one Spanish ESOL paraprofessional for Spanish with 42 students
- Students don't have access to Rosetta Stone during the school day

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. The percentage of students demonstrating Learning Gains in Reading will increase from 59% to 73%.

Targets Supported

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

Resources Available to Support the Goal

- Weekly Collaborative Planning Sessions focusing on explicit planning for Standards-Based Instruction

Targeted Barriers to Achieving the Goal

- Teachers at varying levels of expertise with Standards-Based Instruction.

Plan to Monitor Progress Toward the Goal

Classroom Walkthroughs observing for DOK levels and student task alignment with standards.

Person or Persons Responsible

Instructional Partners Leadership team

Target Dates or Schedule:

Monthly leadership meetings

Evidence of Completion:

Collaborative Planning Tool Progress monitoring of data (district and CFA)

G3. Student performance on the FCAT 2.0 Mathematics test will increase from 45% proficient in 2013 to 59% proficient in 2014.

Targets Supported

Resources Available to Support the Goal

- Connect Plus, Destination Math, Manipulatives, Interactive technology, Math Task Cards Personel: Math teachers, district instructional partners Systems: Collaborative planning, data review/analysis meetings, Performance Matters Instructional strategies: Thinking maps, Kagan strategies, explicit vocabulary instruction

Targeted Barriers to Achieving the Goal

- Teachers at varying levels of expertise with Standards-Based Instruction.

Plan to Monitor Progress Toward the Goal

District PM CFA Review/analyze student data

Person or Persons Responsible
Instructional Partners Principal/AP

Target Dates or Schedule:
Rotating calander

Evidence of Completion:
DOK Walkthrough Tool

G4. The percentage of students demonstrating Learning Gains in Math will increase from 54% in 2013 to 68% in 2014.

Targets Supported

Resources Available to Support the Goal

- Connect Plus, Destination Math, Manipulatives, Interactive technology, Math Task Cards Personel: Math teachers, district instructional partners Systems: Collaborative planning, data review/analysis meetings, Performance Matters Instructional strategies: Thinking maps, Kagan strategies, explicit vocabulary instruction

Targeted Barriers to Achieving the Goal

- Teachers at varying levels of expertise with Standards-Based Instruction.

Plan to Monitor Progress Toward the Goal

District PM CFA review/analyze data student writing samples

Person or Persons Responsible
Principal/AP Instructional partners Department Leader Teacher

Target Dates or Schedule:
3X a month Continuous monitoring Calendar of school data meetings

Evidence of Completion:
Increased proficiency as measured by CFA and District PM

G5. 58% of students will score in the Proficient range on the new Civics EOC.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- Personel: Civics teachers, district instructional partners Materials: Civics: Economics & Geography and We The People texts Systems: Collaborative planning, data review/analysis meetings, Performance Matters Instructional strategies: DBQ, Thinking maps, Kagan strategies

Targeted Barriers to Achieving the Goal

- Teachers not familiar or fluent with using Standards-Based instruction (unwrapping reading standards, HOTQ's, DOK, test-item specs)
- No structure for providing timely feedback of data (from District PM and CFA) to teachers & students

Plan to Monitor Progress Toward the Goal

Review strategy implementation Review student performance data

Person or Persons Responsible

Principal / AP Instructional Partners Leadership Team

Target Dates or Schedule:

Monthly leadership meeting

Evidence of Completion:

Collaborative Planning Tools Progress Monitoring data (District, CFA)

G6. Student performance on the FCAT 2.0 Science test will increase from 32% in 2013 to 52% in 2014.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Online Resources: Think Central, EDU 2000 Personel: Instructional Coach, Science Teachers, District Instructional Partners Materials: Science Fusion, leveled readers for science topics, lab equipment Systems: Collaborative planning, data review/analysis meetings, Performance Matters Instructional strategies: Thinking maps, Kagan strategies, explicit vocabulary instruction

Targeted Barriers to Achieving the Goal

- Teachers at varying levels of expertise with Standards-Based Instruction.

Plan to Monitor Progress Toward the Goal

Review strategy implementation Review student performance data

Person or Persons Responsible
Principal / AP Instructional Partners Leadership Team

Target Dates or Schedule:
Monthly Leadership Meetings

Evidence of Completion:
Collaborative Planning Tools Progress Monitoring data (District, CFA)

G7. The number of students participating in Algebra I Honors will increase from 25 to 90. Student performance on the Algebra I EOC will remain at 100%. Student performance on the Geometry EOC will remain at 100%.

Targets Supported

- Algebra 1 EOC
- Geometry EOC
- STEM - All Levels
- CTE
- EWS - Middle School

Resources Available to Support the Goal

- Pearson's Honors Algebra 1 Gold Series

Targeted Barriers to Achieving the Goal

- Students scoring lower on the Algebra 1 Placement Assessment; consistant instructional practice

Plan to Monitor Progress Toward the Goal

Monitor data of CFA Review/analyze data

Person or Persons Responsible
Curriculum Specialist Teacher Principal/AP

Target Dates or Schedule:
District assessment calendar Teacher pacing calendar

Evidence of Completion:
Proficiency as measured by the CFA and District PM Semester 1 EOC exam

G8. Student attendance will increase to 95%.

Targets Supported

- EWS - Middle School

Resources Available to Support the Goal

- Increase mailing of attendance letters to one following each absence. Contact social worker after 3 unexcused absences. Requre attendance conferences after 5 unexcused absences.

Targeted Barriers to Achieving the Goal

- Parents do not respond to generic school attendance letters.
- Parents do not respond to generice automated attendance calls.

Plan to Monitor Progress Toward the Goal

Send personalized letters and personalized Autodial phone messages to families at differentiated levels of attendance

Person or Persons Responsible

Attendance Clerk Principal/AP

Target Dates or Schedule:

In alignment with attendance level triggers

Evidence of Completion:

Mailing documentation. Sample letters. SchoolMessenger reports

G9. The Out of School Suspension rate will decrease by 5%.

Targets Supported

- EWS - Middle School

Resources Available to Support the Goal

- PBS, CHAMPS implemented with fidelity school-wide

Targeted Barriers to Achieving the Goal

- Staff training in CHAMPS is not 100% PBS implementation is not with 100% fidelity.

Plan to Monitor Progress Toward the Goal

PBS PD video on demand to all teachers

Person or Persons Responsible

Deans

Target Dates or Schedule:

Monthly

Evidence of Completion:

Video recordings

G10. Core course failures will decrease by 5% per semester.

Targets Supported

- EWS - Middle School

Resources Available to Support the Goal

- Kids at Hope

Targeted Barriers to Achieving the Goal

- Students not engaged in school

Plan to Monitor Progress Toward the Goal

Review core course failures

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule:

After each 9 week grading period

Evidence of Completion:

Meeting minutes

G11. The rate of parent participation (average number of parents in attendance per event) in Parent Night activities will increase from 2% to 10% of school population's parents/guardians.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Provide interactive programs with incentives such as display boards, flash drives, and assistance with Science Fair, Social Studies Fair, Project Citizen, and Reading strategies.

Targeted Barriers to Achieving the Goal

- Parents see little value in attending.

Plan to Monitor Progress Toward the Goal

Calculate attendance rate

Person or Persons Responsible

Principal

Target Dates or Schedule:

Following each parent night event

Evidence of Completion:

Attendance rate calculation

G12. 100% of students will participate in Science Fair.

Targets Supported

- STEM - All Levels
- CTE

Resources Available to Support the Goal

- Instructional Coach Science Fair Coordinator District Coordinator Organized paperwork

Targeted Barriers to Achieving the Goal

- Students do not have appropriate resources, materials and online access.
- Lack of instructional time to assist indivdual students
- Lack of student and parent knowledge on how to create a science fair project

Plan to Monitor Progress Toward the Goal

parent nights and instruction on scientific method

Person or Persons Responsible
Principal / AP

Target Dates or Schedule:
ongoing

Evidence of Completion:
Increase of completed science projects

Action Plan for Improvement

Problem Solving Key

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

G1. The percentage of students who score at on the 2014 CELLA administration will increase to when compared with the 2013 administration

G1.B1 Teachers without ESOL endorsement

G1.B1.S1 Monitor teachers for ESOL Endorsement progress and compliance. Request additional Spanish ESOL paraprofessional

Action Step 1

Review progress towards ESOL Endorsement

Person or Persons Responsible

Assistant Principal District Certification Office

Target Dates or Schedule

Beginning, Middle, End of Year

Evidence of Completion

Progress made towards ESOL endorsement

Facilitator:

District

Participants:

Assistant Principal District Certification Office

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

Monitor progress towards ESOL endorsement

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Beginning, Middle, End of Year

Evidence of Completion

Out of Field report

Plan to Monitor Effectiveness of G1.B1.S1

Review CELLA Scores

Person or Persons Responsible

Principal, Guidance Director

Target Dates or Schedule

End of Year

Evidence of Completion

CELLA Score review records

G1.B2 Only one Spanish ESOL paraprofessional for Spanish with 42 students

G1.B2.S1 Request additional Spanish ESOL Paraprofessional from District

Action Step 1

Request additional Spanish ESOL Paraprofessional

Person or Persons Responsible

Principal

Target Dates or Schedule

After 10 day count

Evidence of Completion

Email

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

Request additional Spanish ESOL Paraprofessional

Person or Persons Responsible

Principal

Target Dates or Schedule

After 10 day count

Evidence of Completion

Email records

Plan to Monitor Effectiveness of G1.B2.S1

Create effective class schedule for Spanish ESOL para

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

After Spanish ESOL para position is filled

Evidence of Completion

Schedule for Spanish ESOL Paraprofessional

G1.B3 Students don't have access to Rosetta Stone during the school day

G1.B3.S1 Provide access to Rosetta Stone after school

Action Step 1

Schedule after-school Rosetta Stone access

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

September

Evidence of Completion

Schedule

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

After-school Rosetta Stone lab

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Beginning in September

Evidence of Completion

Student sign-in sheets

Plan to Monitor Effectiveness of G1.B3.S1

Review course failures and CELLA results

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

After each marking period and after CELLA test administration

Evidence of Completion

Meeting minutes

G2. The percentage of students demonstrating Learning Gains in Reading will increase from 59% to 73%.

G2.B1 Teachers at varying levels of expertise with Standards-Based Instruction.

G2.B1.S3 Weekly Collaborative Planning Sessions focusing on Standards-Based Instruction.

Action Step 1

Weekly Collaborative Planning Sessions

Person or Persons Responsible

All Faculty

Target Dates or Schedule

3x/month

Evidence of Completion

Lesson Plans, Standards-Based assessments

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Student performance on the FCAT 2.0 Mathematics test will increase from 45% proficient in 2013 to 59% proficient in 2014.

G3.B1 Teachers at varying levels of expertise with Standards-Based Instruction.

G3.B1.S1 Provide weekly Collaborative Planning sessions with Standards-Based Instruction.

Action Step 1

Weekly Collaborative Planning

Person or Persons Responsible

All teachers

Target Dates or Schedule

Tuesdays, 8:35 AM-9:20 AM

Evidence of Completion

Lesson Plans/CBC forms; Planning Documents

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. 58% of students will score in the Proficient range on the new Civics EOC.

G5.B1 Teachers not familiar or fluent with using Standards-Based instruction (unwrapping reading standards, HOTQ's, DOK, test-item specs)

G5.B1.S1 Increase fluency in unwrapping standards and familiarity with HOTQ's, DOK (using universal unwrapping tool with test item specs)

Action Step 1

Professional Development in unwrapping standards

Person or Persons Responsible

Department Leader District Instructional Partners

Target Dates or Schedule

Continuous beginning by the end of the first quarter

Evidence of Completion

Completed unwrapping tool forms and CBC

Facilitator:

IP

Participants:

Department Leader District Instructional Partners

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

CBC

Person or Persons Responsible

Instructional Partners

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from walkthroughs

Plan to Monitor Effectiveness of G5.B1.S1

CFA District PM

Person or Persons Responsible

Principal/AP Instructional Coaches Instructional Partners

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased movement toward proficiency

G5.B2 No structure for providing timely feedback of data (from District PM and CFA) to teachers & students

G5.B2.S1 Implement school-wide system for discussion of data with students

Action Step 1

Develop a common template for discussion of data

Person or Persons Responsible

Department Leader Instructional Partners

Target Dates or Schedule

By September 15, 2013

Evidence of Completion

Completed data forms

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Department meeting on data Teacher/student discussions about data

Person or Persons Responsible

Principal/Ap

Target Dates or Schedule

After PM's and CFA's

Evidence of Completion

Completed data forms

Plan to Monitor Effectiveness of G5.B2.S1

Person or Persons Responsible

All stakeholders

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will be able to discuss their scores and progress toward their goals

G6. Student performance on the FCAT 2.0 Science test will increase from 32% in 2013 to 52% in 2014.

G6.B1 Teachers at varying levels of expertise with Standards-Based Instruction.

G6.B1.S1 Supplemental textbooks used in elective courses on campus (Health, PE, Reading and Band) These resources will be aligned per grade level.

Action Step 1

Collaborative Planning/Standards Based Instruction

Person or Persons Responsible

All Teachers

Target Dates or Schedule

3 times per month

Evidence of Completion

CFAS District PMS

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

Infusion of science concepts into elective coursework

Person or Persons Responsible

Instructional Coach Instructional Partner

Target Dates or Schedule

Monthly

Evidence of Completion

Walk-throughs

Plan to Monitor Effectiveness of G6.B1.S1

Use of Science Concept and Supplemental Material

Person or Persons Responsible

Principal / AP Instructional Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Increase proficieny on CFA's and PM's

G6.B1.S2 Review of 6th and 7th grade content in 8th grade science prior to the assesment

Action Step 1

Review of 6th and 7th grade content as 8th grade content delivered

Person or Persons Responsible

8th grade science teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Completed Collaborative Planning Tools and CBC's

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Infusion of 6th and 7th grade concepts in 8th grade curriculum

Person or Persons Responsible

Instructional Coach Instructional Partner

Target Dates or Schedule

on going

Evidence of Completion

Walk-throughs Increase Proficiency on CFA's and District PM's

Plan to Monitor Effectiveness of G6.B1.S2

Infusion of 6th and 7th grade content

Person or Persons Responsible

Principal / AP Instructional Coach Instructional Partner

Target Dates or Schedule

on going

Evidence of Completion

Increase Proficiency on CFA's and District PM's

G6.B1.S3 Pull out instruction with science students that do not show growth on district PMs and CFAs (small group instruction)

Action Step 1

Pull students to master science concepts tested on FCAT

Person or Persons Responsible

Instructional Coach Instructional Partner

Target Dates or Schedule

After district PM's Prior to FCAT Assessment

Evidence of Completion

Pull out logs

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Pull outs

Person or Persons Responsible

Principal / AP Instuctional Coach Instruction Partner

Target Dates or Schedule

On Going

Evidence of Completion

Monitor classroom pullout logs Monitor student progress on CFA's and PMs

Plan to Monitor Effectiveness of G6.B1.S3

Pull outs

Person or Persons Responsible

Principal / AP

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase proficiency on CFA's and PM's

G7. The number of students participating in Algebra I Honors will increase from 25 to 90. Student performance on the Algebra I EOC will remain at 100%. Student performance on the Geometry EOC will remain at 100%.

G7.B1 Students scoring lower on the Algebra 1 Placement Assessment; consistant instructional practice

G7.B1.S1 Two teachers teaching Algebra 1. Teachers will collaborate and develop common lessons, assessments, and monitor the pacing of instruction.

Action Step 1

Develop common lesson plans Develop common assessments

Person or Persons Responsible

Algebra Teachers Principal/AP

Target Dates or Schedule

2X a week

Evidence of Completion

CBC

Action Step 2

Review/analyze data

Person or Persons Responsible

Algebra Teachers Instructional partners

Target Dates or Schedule

Calendar of school data meetings

Evidence of Completion

District PM and CFA data

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

walk-throughs (non evaluative) CFA and District PM

Person or Persons Responsible

Teacher Principal/AP District Curriculum Specialist

Target Dates or Schedule

District's assessment calendar December 2013

Evidence of Completion

CBC CFA and District PM data

Plan to Monitor Effectiveness of G7.B1.S1

Administer CFA and District PM

Person or Persons Responsible

Curriculum Specialist Principal/AP Teacher

Target Dates or Schedule

District calendar

Evidence of Completion

Proficiency as measured by District PM and CFA results EOC exam

G8. Student attendance will increase to 95%.

G8.B1 Parents do not respond to generic school attendance letters.

G8.B1.S1 Create personalized letters for parents of students at different levels of attendance.

Action Step 1

Create customized letters for students identified with problematic attendance

Person or Persons Responsible

Principal

Target Dates or Schedule

September

Evidence of Completion

Letters created

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

Review letters sent to students

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly attendance meeting records

Plan to Monitor Effectiveness of G8.B1.S1

Compare last year's montly attendance with this year's

Person or Persons Responsible

Principal, Attendance Clerk

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance meeting records

G8.B2 Parents do not respond to generice automated attendance calls.

G8.B2.S1 Create personalized phone messages for students at different levels of attendance.

Action Step 1

Create personalized phone messages

Person or Persons Responsible

Principal

Target Dates or Schedule

Continuously

Evidence of Completion

SchoolMessenger records

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

Review SchoolMessenger calls

Person or Persons Responsible

Principal

Target Dates or Schedule

Continuous

Evidence of Completion

SchoolMessenger records

Plan to Monitor Effectiveness of G8.B2.S1

Review Attendance Report

Person or Persons Responsible

Principal and Attendance Clerk

Target Dates or Schedule

Montly

Evidence of Completion

Meeting documentation and monthly attendance report

G9. The Out of School Suspension rate will decrease by 5%.

G9.B1 Staff training in CHAMPS is not 100% PBS implementation is not with 100% fidelity.

G9.B1.S1 Provide PD in CHAMPS Provide continuous PD in PBS

Action Step 1

Provide CHAMPS trainign to all teachers and staff.

Person or Persons Responsible

District PD

Target Dates or Schedule

November 9 PD day

Evidence of Completion

PD Records

Action Step 2

Create mini-video segments showing the appropriate use of Bulldog Bucks

Person or Persons Responsible

Deans

Target Dates or Schedule

Continuous

Evidence of Completion

Videos

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

Monitor CHAMPS implementation in classrooms during walkthroughs

Person or Persons Responsible

Principal, APs, Deans

Target Dates or Schedule

Continuous

Evidence of Completion

Data from walkthroughs

Plan to Monitor Effectiveness of G9.B1.S1

Suspension analysis

Person or Persons Responsible

Principal, Deans, Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly PBS meeting minutes and data charts

G10. Core course failures will decrease by 5% per semester.

G10.B1 Students not engaged in school

G10.B1.S1 Implement Kids at Hope school-wide

Action Step 1

Implement 'ACES' system

Person or Persons Responsible

Kids at Hope coordinator; all adult staff members identified as 'ACEs'

Target Dates or Schedule

September

Evidence of Completion

'ACES' system in place

Facilitator:

KAH Coordinator

Participants:

Kids at Hope coordinator; all adult staff members identified as 'ACEs'

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

Monitor student use of KAH ACES through monthly SurveyMonkey surveys

Person or Persons Responsible

Kids at Hope coordinator, Principal, Assistant Principal

Target Dates or Schedule

Continuous

Evidence of Completion

Survey results

Plan to Monitor Effectiveness of G10.B1.S1

Review core course failures

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

After each 9 week grading period

Evidence of Completion

Meeting minutes/Action plan

G11. The rate of parent participation (average number of parents in attendance per event) in Parent Night activities will increase from 2% to 10% of school population's parents/guardians.

G11.B1 Parents see little value in attending.

G11.B1.S1 For each Parent Night, incentivize attendance in alignment with curriculum focus of the evening; e.g. for Science Night, each student/parent receives a Science Fair board, participates in an interactive Science Fair workshop, and receives a flash drive.

Action Step 1

Prepare marketing plan, secure incentive items, develop interactive schedule and prepare support materials

Person or Persons Responsible

Principal, Science Instructional Coach, Literacy Coach, Social Studies Department Leader, Math department leader

Target Dates or Schedule

Prior to and during each Parent Night activity

Evidence of Completion

Parent sign-in sheets

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

Incentives checklists and inventory

Person or Persons Responsible

Principal, Department Leaders

Target Dates or Schedule

Prior to each Parent Night

Evidence of Completion

Event checklists

Plan to Monitor Effectiveness of G11.B1.S1

Calculate parent attendance rate

Person or Persons Responsible

Principal

Target Dates or Schedule

Following each Parent NIght event

Evidence of Completion

Attendance rate calculations and documentation for Title I

G12. 100% of students will participate in Science Fair.

G12.B1 Students do not have appropriate resources, materials and online access.

G12.B1.S1 Provide materials, resources and online access through parent nights

Action Step 1

Provide Science Parents Nights that allow students to gain access to free resources for their science projects.

Person or Persons Responsible

Instructional Coach Science Fair Coordinator Science Teachers

Target Dates or Schedule

September - November 2013

Evidence of Completion

Completed parent nights Completed Science projects

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

Monitor students attaining free resources

Person or Persons Responsible

Instructional Coach Instructional Partner Science Fair Coordinator

Target Dates or Schedule

September 2013 - November 2013

Evidence of Completion

Logs of students recieving materials Completed Science Fair Projects

Plan to Monitor Effectiveness of G12.B1.S1

Students attained resources

Person or Persons Responsible

Principal / AP

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed logs of students recieving materials and services

G12.B2 Lack of instructional time to assist indivdual students

G12.B2.S1 Create opportunities outside of class to assist with completing projects

Action Step 1

Parent nights and time after school to assist students

Person or Persons Responsible

Instructional Coach Science Fair Coordinator Science Teachers

Target Dates or Schedule

September 2013-November 2013

Evidence of Completion

Increase number of students completing science fair projects

Plan to Monitor Fidelity of Implementation of G12.B2.S1

Time students receive with instruction on scope and sequence vs science fair projects

Person or Persons Responsible

Science Fair Coordinator Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Instructional Focus Calendars Alignment of science fair topics with NGSS Logs of students attending outside opportunities for instruction

Plan to Monitor Effectiveness of G12.B2.S1

Students receiving additional opportunities for instruction on science fair outside of the classroom

Person or Persons Responsible

Principal / AP Instructional coach Instructional partner

Target Dates or Schedule

September 2013 - November 2013

Evidence of Completion

Parent Nights After school activities

G12.B2.S2 Limit number of possible topics and then provide in class instruction on those topics

Action Step 1

Provide limited topics that align to scope and sequence

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

List of projects and lesson plans to incorporate projects into instruction

Plan to Monitor Fidelity of Implementation of G12.B2.S2

Limit topics and infuse them into instruction

Person or Persons Responsible

Instructional Coach Science Fair Coordinator

Target Dates or Schedule

September 2013 - November 2013

Evidence of Completion

Lesson Plans and Topics Submitted

Plan to Monitor Effectiveness of G12.B2.S2

Time spent on instruction

Person or Persons Responsible

Principal / AP Instructional Coach

Target Dates or Schedule

December 2013

Evidence of Completion

Completion of content in class in alignment with IFC Walkthroughs

G12.B3 Lack of student and parent knowledge on how to create a science fair project

G12.B3.S1 Education for students and parents on the scientific process at parent nights

Action Step 1

Science Fair Parent Nights

Person or Persons Responsible

Science Fair Coordinator Instructional Coach Science Teachers

Target Dates or Schedule

September 2013- November 2013

Evidence of Completion

Logs of attendance to parent nights

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

Education of parents and students at parent nights

Person or Persons Responsible

Instructional Coach Science Fair Coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

Surveys from parent nights Completion of science fair projects

Plan to Monitor Effectiveness of G12.B3.S1

Instruction of students and parents on the scientific method

Person or Persons Responsible

Principal / AP District Science Fair Coordinator Instructional Partner

Target Dates or Schedule

December 2013

Evidence of Completion

Completed Science Fair Projects Logs from parent nights Surveys from parent nights

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I:
The Title I budget at Forest Grove Middle School will provide support for three certified instructional positions, school-wide Professional Development, Enrichment Programs (including Transportation where appropriate), and Credit Recovery programs (Including Transportation when appropriate).
Positions Funded through Title I:
Literacy Coach
Instructional Coach for Science
Math Resource Teacher
Professional Development funded through Title I includes, but is not limited to:
School-Wide CHAMPS Behavioral Training to support effective teaching and learning in Language Arts, Science, Mathematics, and Social Studies.
Training in Next Generation Read180 Curriculum
Training in Kagan Cooperative Learning Structures
Training for Core Teachers in effective instructional practices for the Block schedule
Thinking Maps PD
Write for the Future PD
Enrichment Programs will include, but not be limited to:
Math through Jazz
Language Arts and Math in Music Production
Murder Mystery Dinner Theatre (student written and produced)
Science Fair Club
Science Bowl
Credit Recovery program will include:
After-school web-based course remediation with transportation.
Summer web-based course remediation with transportation
Parent Involvement Budget/Title I
The Title I Parent Involvement budget will support interactive activities designed to involve parents appropriately in specific academic initiatives.
Science Parent Night: Participating parents will receive incentives for attendance, including Science Fair boards, support with completing the science fair project, access to school- and web-based resources for Science fair.
History Fair Parent Night: Participating parents will receive incentives for attendance, including History Fair boards, support with completing the history fair project, access to school- and web-based resources for history fair.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The percentage of students who score at on the 2014 CELLA administration will increase to when compared with the 2013 administration

G1.B1 Teachers without ESOL endorsement

G1.B1.S1 Monitor teachers for ESOL Endorsement progress and compliance. Request additional Spanish ESOL paraprofessional

PD Opportunity 1

Review progress towards ESOL Endorsement

Facilitator

District

Participants

Assistant Principal District Certification Office

Target Dates or Schedule

Beginning, Middle, End of Year

Evidence of Completion

Progress made towards ESOL endorsement

G5. 58% of students will score in the Proficient range on the new Civics EOC.

G5.B1 Teachers not familiar or fluent with using Standards-Based instruction (unwrapping reading standards, HOTQ's, DOK, test-item specs)

G5.B1.S1 Increase fluency in unwrapping standards and familiarity with HOTQ's, DOK (using universal unwrapping tool with test item specs)

PD Opportunity 1

Professional Development in unwrapping standards

Facilitator

IP

Participants

Department Leader District Instructional Partners

Target Dates or Schedule

Continuous beginning by the end of the first quarter

Evidence of Completion

Completed unwrapping tool forms and CBC

G10. Core course failures will decrease by 5% per semester.

G10.B1 Students not engaged in school

G10.B1.S1 Implement Kids at Hope school-wide

PD Opportunity 1

Implement 'ACES' system

Facilitator

KAH Coordinator

Participants

Kids at Hope coordinator; all adult staff members identified as 'ACEs'

Target Dates or Schedule

September

Evidence of Completion

'ACES' system in place

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Details

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

G1. The percentage of students who score at on the 2014 CELLA administration will increase to when compared with the 2013 administration

G1.B3 Students don't have access to Rosetta Stone during the school day

G1.B3.S1 Provide access to Rosetta Stone after school

Action Step 1

Schedule after-school Rosetta Stone access

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G9. The Out of School Suspension rate will decrease by 5%.

G9.B1 Staff training in CHAMPS is not 100% PBS implementation is not with 100% fidelity.

G9.B1.S1 Provide PD in CHAMPS Provide continuous PD in PBS

Action Step 1

Provide CHAMPS trainign to all teachers and staff.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G11. The rate of parent participation (average number of parents in attendance per event) in Parent Night activities will increase from 2% to 10% of school population's parents/guardians.

G11.B1 Parents see little value in attending.

G11.B1.S1 For each Parent Night, incentivize attendance in alignment with curriculum focus of the evening; e.g. for Science Night, each student/parent receives a Science Fair board, participates in an interactive Science Fair workshop, and receives a flash drive.

Action Step 1

Prepare marketing plan, secure incentive items, develop interactive schedule and prepare support materials

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G12. 100% of students will participate in Science Fair.

G12.B1 Students do not have appropriate resources, materials and online access.

G12.B1.S1 Provide materials, resources and online access through parent nights

Action Step 1

Provide Science Parents Nights that allow students to gain access to free resources for their science projects.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed