FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 1531 - Gibbs High School
District: 52 - Pinellas
Principal: Stephanie Adkinson A
SAC Chair: Tammie Kendricks
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/24/2013

Address:	**Physical**	**Mailing**
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Phone Number:	727-893-5452	
Web Address:	http://www.gibbs-hs.pinellas.k12.fl.us	
Email Address:	1531.principal@pcsb.org	

School Type:	High School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	70%			
Minority:	79%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	PENDING	C	B	C

NOTE
Sections marked N/A in the online application have been excluded from this document.
For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status	
School Information	
School-Level Information	
School Gibbs High School	
Principal's name Stephanie Adkinson A	
School Advisory Council chair's name Tammie Kendricks	

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

Name	Title
Stephanie Adkinson	Principal
Nicole Johnson	Assistant Principal
Marlene Johnson	Teacher
Diane Lajoie	Psychologist
Catherine Caffentzis	Teacher
Karen Larzalere	Teacher
Yesenia Navas	Teacher
Michael Moten	Behavior Specialist
Carlisa Mills	Assistant Principal
Dejuan Patrick	Curriculum Specialist
Angela Wright-Nash	Teacher
Steven Powers	Teacher
Michelle Tibbs-Brown	Literacy Coach
Angela Cummings	Teacher
Dr. Cody Clark	Guidance Counselor
Iris Williams	Social Worker
Kamara Cooper	Math Coach
Angela Chirino	Teacher

District-Level Information	
District Pinellas	
Superintendent's name Dr. Michael A Grego	
Date of school board approval of SIP 09/24/2013	

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).

Describe the membership of the SAC including position titles
Tammie Kendricks- SAC Chairperson-The 2013-2014 school year will be Ms. Kendrick's second year as SAC Chair. SAC's goal is to cooperate with administration and staff, while working in collaboration with parents and community organizations to ensure maximum student achievement.

Describe the involvement of the SAC in the development of this school improvement plan
SAC was given an opportunity to review and give input in the completion of the SIP. A collaborative decision will be made to accept the SIP and presented. SAC will use the SIP to identify areas they

want to support. SAC was given an opportunity to define Parent Involvement and determine goals and action steps.

Describe the activities of the SAC for the upcoming school year
SAC will continue to support the implementation of the SIP
Will solicit community involvement support and look for opportunities to partner with organizations within the community
SAC members will volunteer in areas of expertise for example during Great American Teach In
SAC members will provide mentor support to identified students
SAC members will work to collaborate with all parent groups SAC will continue to support the implementation of the SIP
Will solicit community involvement support and look for opportunities to partner with organizations within the community
SAC members will volunteer in areas of expertise for example during Great American Teach In
SAC members will provide mentor support to identified students
SAC members will work to collaborate with all parent groups
SAC members will seek and implement ways to inform parents of Common Core and Graduation Expectations

Describe the projected use of school improvement funds and include the amount allocated to each project
To support instruction in our core content areas
To support college readiness initiatives

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below
Not In Compliance

If no, describe the measures being taken to comply with SAC requirements
• Personal invites or word of mouth
• Advertisement through School Messenger and website
• Continued appeal at monthly SAC meetings

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

 # Administrators 6

 # Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Stephanie Adkinson A		
Principal	Years as Administrator: 16	Years at Current School: 3
Credentials	Ms. Adkinson attended North Carolina A &T and received a B.S Family Consumer Science and later received a M.A in Curriculum and Instruction, and Ed. in Ed. Leadership.	
Performance Record	Under Ms. Adkinson's leadership Tyrone Middle School's school grade has been as high as a "B" in 2009-10. During Ms. Adkinson's tenure at Tyrone Middle School several systems and effective processes, strategies and best practices were implemented. Therefore, during the month of October 2011-2012 Ms. Adkinson was selected by the Superintendent to be the principal of the "Great Historical" Gibbs High School. After transitioning to Gibbs in 2011 the school grade for that year was a C and the graduation rate increased to 75%. In reading 35% were proficient and 55% made learning gains. The lowest 25% made 57% learning gains. In math, 43% met proficiency and 47% made learning gains. The lowest 25% in math made 63% learning gains. Under Ms. Adkinson's leadership during the 2012- 2013 year, 30% met reading proficiency, with 53% making learning gains, and 63% learning gains made by the lowest 25% in reading. In math 36%. met proficiency, 58% made learning gains and 69% of the lowest 25% made learning gains: In science 71% passed the Biology EOC and 73% met the writing requirement. Graduation rate is steady increasing at 77% for the 2012-2013 year. The overall school grade is pending, but a grade of a B is projected.	

Javan Turner		
Asst Principal	Years as Administrator: 8	Years at Current School: 4
Credentials	Mr. Turner is currently the Assistant Principal facilitating our ESE department. He received his Bachelor of Arts from University of South; and Master of Science in Ed. Leadership from Nova Southeastern University	
Performance Record	As Assistant Principal over our ESE department at Gibbs High School, Mr. Turner's background in ESE enhances his ability to offer relevant support to our ESE teachers. His hard work helped earn a school grade of "B", which was up a letter grade from the previous year. During the 2010-11 school year the learning gains in reading were 45% and in math 72%. The learning gains for the lowest 25% were as follows: 49% in reading and 56% in math. The learning gain for the 2011-12 school year are 55% in reading and 47% in math. The learning gains of the lowest 25% are 57% in reading and 63% in math. The school grade for that year was a "C.". In 2012- 2013 writing 73% met the writing requirement. In science previous results from FCAT reached a proficiency level of 26%.. As we transitioned to Biology EOCs during the 2012-2013 school year the rate of proficiency resulted in 71%. In reading 30% met proficiency, 53% made learning gains and 63% of the lowest 25% made learning gains in reading. In math 36%, met proficiency, 58% made learning gains and 69% of the lowest 25% made learning gains. The graduation rate for 2012- 2013 is projected at 77% and an increase in accelerated performance being up from last year.. The overall school grade is pending, but a grade of a B is projected.	

Larry Balduff		
Asst Principal	Years as Administrator: 5	Years at Current School: 3
Credentials	Mr. Balduff is the current Assistant Principal of Instruction who facilitates school-wide testing and is supervisor over the Math department. Mr. Balduff received his B.S. in Secondary Education, M. Ed. Certificates Social Science 5-12, and Educational Leadership All Levels	
Performance Record	As Assistant Principal of Instruction Mr. Balduff supervises goal(s) implementations within our math department. In 2011-2012 student proficiency in math went from an overall 59% to 43%. The percent of learning gains went from 72% to 47%. However, the annual learning gains for the lowest 25% increased from 56% to 63%. Although the 2011- 2012 school grade was a "C" the goal in math for the 2012-13 school year targeted a greater increase.In 2012- 2013 writing 73% met the writing requirement. In science previous results from FCAT reached a proficiency level of 26%.. As we transitioned to Biology EOCs during the 2012-2013 school year the rate of proficiency resulted in 71%. In reading 30% met proficiency, 53% made learning gains and 63% of the lowest 25% made learning gains in reading. In math 36%, met proficiency, 58% made learning gains and 69% of the lowest 25% made learning gains. The graduation rate for 2012- 2013 is projected at 77% and an increase in accelerated performance being up from last year.. The overall school grade is pending, but a grade of a B is projected.	

Carlisa Mills		
Asst Principal	Years as Administrator: 3	Years at Current School: 4
Credentials	Mrs. Mills is the current Assistant Principal for the Reading, Social Studies and World Language departments. Mrs. Mills received her Bachelor of Arts from University of North Florida; M. Ed. Leadership from the University of South Florida	
Performance Record	During the first year at Gibbs Mrs. Mills was curriculum specialist. The class support she provided to teachers helped earn a school grade of "B". The learning gains in reading were 45% and in math 72%. The learning gains for the lowest 25% were as follows: 49% in reading and 56% in math. The learning gain for the 2011-12 school year are 55% in reading and 47% in math. The learning gains of the lowest 25% are 57% in reading and 63% in math. The 2011- 2012 school grade was a "C." However, the graduation rate during the that school year increased from 65.9% to 75% along with other increases. In science as we transitioned to Biology EOCs during the 2012-2013 school year the pass rate of proficiency resulted in 71%. In reading 30% met proficiency, 53% made learning gains and 63% of the lowest 25% made learning gains in reading. In math 36%. met proficiency, 58% made learning gains and 69% of the lowest 25% made learning gains. In writing 73% met the writing requirement. The graduation rate for 2012- 2013 is projected at 77% and an increase in accelerated performance being up from last year.. The overall school grade is pending, but a grade of a B is projected.	

Ija Hawthorne		
Asst Principal	Years as Administrator: 8	Years at Current School: 4
Credentials	Ms. Hawthorne is the Assistant Principal currently facilitating our Business Economics Technology Academy, (BETA) Magnet and supervised the English-Language Arts department. Ms. Hawthorne has a Bachelor of Science from William Carey College, and a Master of Ed. Leadership from the University of South Fl.	
Performance Record	Through the BETA Magnet, Ms. Hawthorne is able to offer unique career and industry certification opportunities to our students. Her high standards and hard work helped earn a school grade of "C" during the 2009-10 school year. This was up from the previous grade of an "F". The learning gains during the 2009-10 school year was reading 40% and math 65%. The learning gains for the lowest 25% were as follows: 45% in reading and 58% in math. During the 2010-11 school year the school earned a grade of "B". The learning gains in reading were 45% and in math 72%. The learning gains for the lowest 25% were as follows: 49% in reading and 56% in math. During the following year, which involved a change in leadership, the school grade was a C. However, the graduation rate during the 2011-2012 school year increased from 65.9% to 75% along with other increases. In 2012- 2013 writing 73% met the writing requirement. In science previous results from FCAT reached a proficiency level of 26%.. As we transitioned to Biology EOCs during the 2012-2013 school year the rate of proficiency resulted in 71%. In reading 30% met proficiency, 53% made learning gains and 63% of the lowest 25% made learning gains in reading. In math 36%, met proficiency, 58% made learning gains and 69% of the lowest 25% made learning gains. The graduation rate for 2012- 2013 is projected at 77% and an increase in accelerated performance being up from last year.. The overall school grade is pending, but a grade of a B is projected.	

Michael Vasallo		
Asst Principal	Years as Administrator: 6	Years at Current School: 2
Credentials	Mr. Vasallo is currently the Assistant Principal facilitating our Pinellas County Center of the Arts, (PCCA), Magnet. Mr. Vasallo received both his M. Ed. Leadership, and Bachelor of Science in 2nd English from the University of South Florida.	
Performance Record	Mr. Vasallo was Assistant Principal at John Hopkins Middle for three years prior to returning to Gibbs High School. During 2011-12 the John Hopkins with Mr. Vasallo's support earned a Grade of B: Learning Gains were as follows: 58% in Reading, 67% Learning Gains in Math. Learning gains for the lowest 25% % in reading was 69% and in Math 75%. At the conclusion of his first year at Gibbs, the 2012- 2013 school grade projection is a B. Mr. Vasallo was very instrumental in the High School component of the school grade in which the graduation rate increased from 75% to 77%, and an increase in accelerated performance being up from last year. In 2012- 2013 30% met reading proficiency, 53% made learning gains and 63% of the lowest 25% made learning gains in reading. In math 36%. met proficiency, 58% made learning gains and 69% of the lowest 25% made learning gains: In science 71% passed the Biology EOC and 73% met the writing requirement.	

Nicole Johnson		
Asst Principal	Years as Administrator: 4	Years at Current School: 5
Credentials	Mrs. Johnson currently serves as the Assistant Principal of Curriculum and the cohort administer for 12th grade and the science department.. Mrs. Johnson received her Bachelor of Science degree from Florida A& M University, M. Ed Leadership from National-Louis University	
Performance Record	During Mrs. Johnson's first year at Gibbs High School she worked as the Dropout Prevention Specialist. Her diligence helped earn a school grade of "C". This was up from the previous grade of an "F". The learning gains during the 2009-10 school year was reading 40% and math 65%. The learning gains for the lowest 25% were as follows: 45% in reading and 58% in math. During the 2010-11 school year the school earned a grade of "B". The learning gains in reading were 45% and in math 72%. The learning gains for the lowest 25% were as follows: 49% in reading and 56% in math. During the following year, which involved a change in principals, the school grade was a C. Under Mrs. Johnson's leadership the graduation rate during the 2011-2012 school year increased from 65.9% to 75%. The graduation rate for 2012- 2013 is projected at 77%. In science FCAT results for the 2010-2011 reached a proficiency level of 26%.. As we transitioned to Biology EOCs during the 2012-2013 school year the pass or rate of proficiency resulted in 71%. In reading 30% met proficiency, 53% made learning gains and 63% of the lowest 25% made learning gains in reading. In math 36%. met proficiency, 58% made learning gains and 69% of the lowest 25% made learning gains. In writing 73% met the writing requirement. The overall school grade is pending, but a grade of a B is projected.	
Instructional Coaches		
# Instructional Coaches 2		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		

Kamara Cooper		
Part-time / School-based	Years as Coach: 2	Years at Current School: 4
Areas	Mathematics	
Credentials	Mrs. Cooper received a B.A. in Performance Theater. and a Professional Certification Math 6-12	
Performance Record	Mrs. Cooper facilitated goal(s) implementations within our math department. In 2011-2012 student proficiency in math went from an overall 59% to 43%. The percent of learning gains went from 72% to 47%. However, the annual learning gains for the lowest 25% increased from 56% to 63%. Goals were set to improve math by the following percentage of proficiency: 56% to 61%, which was met, 43% Alg. EOC 14% 24%. In 2012- 2013 math 36%, met proficiency, 58% made learning gains and 69% of the lowest 25% made learning gains.	

Michelle Tibbs-Brown		
Full-time / School-based	Years as Coach: 3	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Michelle Tibbs-Brown received her B.S. in Secondary English Education, Reading & ESOL Endorsed, Administration Certification	
Performance Record	New to Gibbs High School as of 2013-2014. 2013 School Year – District Level Data 56% meet and exceed FCAT Reading 2012 School Year – Hamilton Disston Data –N/A 2011 School Year – Hamilton Disston Center Data – N/A	

Classroom Teachers

# of classroom teachers 100

 # receiving effective rating or higher 0%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 99%

 # certified in-field, pursuant to Section 1012.2315(2), F.S. 3, 3%

 # ESOL endorsed 9, 9%

 # reading endorsed 11, 11%

 # with advanced degrees 43, 43%

 # National Board Certified 1, 1%

 # first-year teachers 11, 11%

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

 # with 6-14 years of experience 33, 33%

 # with 15 or more years of experience 33, 33%

Education Paraprofessionals

# of paraprofessionals 1
 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 1, 100%
Other Instructional Personnel
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 36
 # receiving effective rating or higher 25, 69%
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).
Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible. This is an area that present great challenges due to the negative stigma on "South County" schools. In recent years we've gotten an influx of teachers who think that the work load is substandard only to realize that the intensity is greater. So, strategies for recruitment and retention align to components of our Teacher Mentoring program and consist of genuinely committing to our core values, which are as follows. Commitment Collaboration Cooperation Caring Relationships Responsible Integrity Culturally -Competent Respect Honest Trust Determination Periodically teachers are recognized for their hard work and accomplishments and acknowledged before their peers. We make a point to find out and tap into the strengths of our teachers and use their talents to facilitate growth, development and leadership opportunities. Social gatherings both on campus and off are coordinated to create an atmosphere of collegiality. Team building activities are held at the start of the year to further foster a unified workplace. Teacher input is gathered through the use of surveys and input is used to improve our way of work.
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).
Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities The mentoring program at Gibbs High School is currently co-monitored by Assistant Principal, Larry Balduff, and lead mentor Angela Wright-Nash. Teachers who are new to the profession are paired with veteran teachers within the same content area (whenever possible), and provided with a minimum of 30 minutes of face-to-face mentoring support per week. Teachers who are new to the facility are offered the support of a "collaborative partnership" with a veteran teacher, who acts in the capacity of a "teaching buddy" and provides guidance on site-specific policy, classroom management and lesson planning suggestions, and general support. There is a scheduled monthly meeting, with a pre-determined agenda that has been supplied by the district, which will include topics selected to support both mentors and mentees. Our administrative team conducts an initial meeting with all new teachers to help acclimate them to the "Gibbs" way of work and district expectations, which include the appraisal process.
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).
Describe your school's data-based problem-solving processes for the implementation and monitoring of your 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

-Facilitator – generates agenda and leads team discussions – DeJuan Patrick, Staff Developer - MTSS

-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregation) the data – Diane Lajoie, School Psychologist

-Technology Specialist – brokers technology necessary to manage and display data – Angela Wright-Nash, Department Chairperson - Business

-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access - Margaret Gress, Department Chairperson – Family and Consumer Sciences & Diane Kelly, Department Chairperson - ESE

-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda - Angela Chirino, Department Chairperson – Science

The MTSS LEADERSHIP TEAM serves as the primary tier 1 problem-solving unit on campus, as well as coordinates MTSS processes, the School Improvement Plan, and Differentiated Accountability requirements. The MTSS LEADERSHIP TEAM analyzes data, which is compiled from a variety of sources such as PMRN, FCAT scores, cohort reports, and FOCUS reports. The MTSS LEADERSHIP TEAM aligns functions of committees, identifies processes and resources for data management review student data, and develops resource map of interventions and strategies available. Based on the data provided at MTSS LEADERSHIP TEAM, Tier 2 problem solving engagement teams, which include the Literacy Leadership Team, Instructional Coaches, and the Positive Behavior Support Team, implement strategies developed at MTSS LEADERSHIP TEAM. Tier 2 engagement teams also plan and implement supplemental supports as well as monitor their effectiveness. Tier 2 teams meet weekly. Tier 3 service providers who serve on the MTSS LEADERSHIP TEAM meet as the Child Study Team and help create, monitor, and share tier two and three interventions with and for the MTSS LEADERSHIP TEAM based needs indentified through data analysis.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
The school-based leadership team takes an active role in the development and implementation of the School Improvement Plan (SIP). Team members are responsible for acquiring and analyzing data and facilitating problem-solving sessions with teachers across content area. Rough drafts based upon teacher input are comprised and each member is then responsible for editing the work of participating teachers in the area of their expertise, while reflecting upon past performance and setting goals for future performance. In addition, team members align school goals and initiatives with district and state goals and initiatives. Team members district meet with their respective department and cohort biweekly to ensure the school improvement plan is implemented with fidelity, as well as to reflect upon progress and/or the need for further interventions.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
Weekly meeting are held and discussion is centered around data and progress monitoring. It is the responsibility of each leader to prepare, and discuss ongoing data used to progress monitor goals and action steps set. A point person is attached to each action and expected to report to the larger group celebrations or concerns that need to be revised or abandoned. Team members are responsible for acquiring and analyzing data and facilitating problem-solving sessions with teachers across content area. Rough drafts based upon teacher input are comprised and each member is then responsible for editing the work of participating teachers in the area of their expertise, while reflecting upon past performance and setting goals for future performance. In addition, team members align school goals and initiatives with district and state goals and initiatives. Team members meet with their respective department and cohort biweekly to ensure the school improvement plan is implemented with fidelity, as well as to reflect upon progress and/or the need for further interventions.

Describe the 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 (e.g., behavior, attendance)

The MTSS LEADERSHIP TEAM relies upon results from the FAIR assessment, administered three times annually, found in the Progress Monitoring and Reporting Network (PMRN) database, End of Course Exam, and FCAT data. Results of math and science benchmark assessments, Social Studies benchmark assessments and Glencoe writing assessments are also utilized. Behavior and attendance report will generated from our students information system, FOCUS. EDS is used to display the data in graphic form and to disseminate to the staff. The data is collected by administrators, the data management technician, and staff developers and then brought to the attention of the MTSS LEADERSHIP TEAM for analysis problem-solving and planning to ensure highest student achievement for all students.

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

Professional development for the 2013-2014 school year will be provided by staff developers and other content specialist through pre-school workshops on RtI: B, data collection and progress monitoring centered around our newly adopted motto Cooperate, Collaborate, Graduate. MTSS will focus on building and establishing knowledge and operations for research-based best practices. Tier one and two interventions and progress monitoring will be reinforced through biweekly department PLC's and again in biweekly cohort PLC's facilitated by MTSS LEADERSHIP TEAM members. The MTSS LEADERSHIP TEAM will also participate in the district provided booster training.
The MTSS LEADERSHIP TEAM will support MTSS school wide at each tier. At tier 2, problem solving engagement teams will have dedicated time during the school day to plan, implement, and progress monitor interventions. This will be done during common planning, department meetings, cohort meetings, and during lesson studies. Additionally, instructional staff developer and key content leaders will have access to school wide data via FOCUS and other student management databases. The Literacy Leadership team will provide school wide literacy strategies and suggestions for interventions. MTSS supports will be systematically delivered through the Cohort Teams, based upon a set of criterion established from early warning predictors. Students are identified through data collection every semester and placed into reading, intensive math, and intervention classes by the Cohort Team. Six week attendance, academic, and behavior support courses and programs are also provided through the cohort guidance counselor. Progress is monitored by the teachers of the support classes and shared and assessed by the Cohort Team and the Cohort PLCs.

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: 8,640

Strategy Purpose(s)
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description
During our ELP, provision is made through the following support:
After school tutoring for all core classes, foreign language, and industry certification. Each teacher is certified in the taught content area and are our most proficient. Therefore, they are able to differentiate the support needed while providing content specific curriculum. This allows students to have the opportunity to receive "walk in" tutoring twice a week. The support provided is totally student driven based on self identified areas of difficulties.
Courses offered – Algebra 1, Geometry, Algebra 2, Pre-Calculus, Biology, Chemistry, Earth Science, Physics, English 1, English 2, English 3, English 4, World History, US History, World Geography, Psychology, Economics, Government
Tuesday and Thursday, two hours per day

How is data collected and analyzed to determine the effectiveness of this strategy?
To track the number of students participating in our ELP tutoring students log in electronically. Each six weeks the teachers are given an opportunity to provide anecdotal feedback regarding the students' progress. Random spot checks are also done to add an additional element to student accountability and ongoing progress.

Who is responsible for monitoring implementation of this strategy?
The data manager of (MTSS) Mufti-tiered System of Support, and Assistant Principal of Instruction progress monitor ELP the overall success of.

Strategy: Extended Day for All Students

Minutes added to school year: 0

Strategy Purpose(s)
Instruction in core academic subjects

Strategy Description
Embedded credit recovery during the school day include courses offered on the NovaNet platform……..
Monday thru Friday. Skilled teachers have been identified and are certified in the content supported.

How is data collected and analyzed to determine the effectiveness of this strategy?
Teachers create whole class and individual student data charts and post in their classroom to inform and motivate students. Data provided within the Novanet program is used to analyzed and determine the progress of Novanet support.

Who is responsible for monitoring implementation of this strategy?
The data manager of (MTSS) Mufti-tiered System of Support, and Assistant Principal of Instruction progress monitor ELP the overall success of.embedded Novanet supports.

Strategy: Before or After School Program

Minutes added to school year: 2,160

Strategy Purpose(s)
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description
In order to prepare students for required graduation exams, and for post- secondary education the following support is provided.
EOC, FCAT, - Various Test-prep boot camps are offered and taught by our most effective teachers. Data is used to identify and invite students in need. Data is also used to determine areas of focus. A two teacher model is used to provide needed support. Students receive recognition for their attendance.
PERT, ACT - SIG funds were used to test students this year we will need to become more creative. We will continue partnering with SPC, we will use other internal funds to test students. Prior to testing mini sessions were conducted, explaining to students the importance of the test results and why it is important for them to perform well.
Advance Placement Exams- An AP Professional Learning Community (PLC) has been formed and all AP teachers are required to attend. Data is analyzed and individual and collective goals are set. Therefore, AP teachers are invited to provide students with ELP support. Teachers work in collaboration with one another to align all efforts. Teachers use the College Board website to generate mock exams and conduct discussion sessions. Exam tips and strategies are provided to students.
Advance Placement Test Prep – Once per week for the eight weeks prior to the exam for one hour per day
Algebra EOC Retake Test Prep – Once per week for 25 weeks for one hour per day
Algebra EOC Test Prep – Twice per week for 25 weeks for 1.5 hours per day
FCAT Retake Test Prep – Twice per week for 25 weeks for 1.5 hours per day
FCAT Test Prep – Once per week for 25 weeks for 1.5 hours per day
History EOC Test Prep – Once per week for 25 weeks for 1.5 hours per day
Biology EOC Test Prep – Once per week for 25 weeks for 1.5 hours per day
Geometry EOC Test Prep – Once per week for 25 weeks for 1.5 per day
Graduation Test Prep – Twice per week for 12 weeks for 1 hour per day

How is data collected and analyzed to determine the effectiveness of this strategy?
To track the number of students participating in our ELP tutoring students log in electronically. Each six weeks the teachers are given an opportunity to provide anecdotal feedback regarding the progress of students in attendance. Comparative data will be used for to compare the success of students receiving support versus those not coming out for support..

Who is responsible for monitoring implementation of this strategy?
The data manager of (MTSS) Mufti-tiered System of Support, Assistant Principal of Instruction,e and the administrators who facilitate AP PLC will progress monitor ELP the overall success of.

Literacy Leadership Team (LLT)

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

Name	Title
Carlisa Mills	Assistant Principal
Michelle Tibbs-Brown	Literacy Coach
Angela Wright-Nash	Teacher
Eric Cooper	Teacher

Margret Gress	Teacher
Valerie Pinzon	Teacher
Karen Larzelere	Teacher
Marlene Johnson	Teacher
Debbie Georgia	Teacher

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
• Support for text complexity
• Support for instructional skills to improve reading comprehension
o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
o Providing scaffolding that does not preempt or replace text reading by students
o Developing and asking text dependent questions from a range of question types
o Emphasizing students supporting their answers based upon evidence from the text
o Providing extensive research and writing opportunities (claims and evidence)
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms
The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines.
The district will provide training and tools for Literacy Leadership Teams. (Literacy Platforms)

What will be the major initiatives of the LLT this year?
Support for text complexity
• Support for instructional skills to improve reading comprehension
Support for continued school-wide literacy
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science Science, and Technical Subjects
• The school will continue the Student Literacy component and work to expand student participation.
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Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student
Teachers were trained and continue to receive ongoing training on text complexity and are expected to provide students with ongoing opportunities to respond to text. AVID WICORT strategies are embraced school-wide and are aligned to Common Core expectations. The district's Literacy Platforms were rolled out as the capacity of knowledge surrounding reading evolved.
An investment in cross content area classroom libraries were put in place and replenished periodically.
The literacy coach provides support for instructional skills to improve reading comprehension and include the following.
o Provision of close reading and rereading of texts, is central to lessons
o Demonstration of ways to providing scaffolding that does not preempt or replace text reading by students
o Supporting teachers as they develop and ask text dependent questions from a range of question types
o Provide ways to emphasize to students how their answers should be based upon evidence from the text

o Provide teachers with unique ways extensive research and writing opportunities (claims and evidence)
• Provide support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

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 does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
Students are provided with a multifaceted array of course offerings that have skills directly related and applicable to post-secondary readiness.
Applied and integrated courses are found extensively in our schools' Pinellas County Center of the Arts program. Within our PCCA program and other disciplines, students learn rigor through practical interaction with relevant content, which helps prepare for college level coursework.
Teachers use daily common board configuration to identify learning targets and to engage students in authentic task that reflect daily and future living.

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?
Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Counselors work with students' to set long and short term goals and establish action step to assist in accomplishing set goals. Academic advice leads to career choice awareness, exploration and planning occurs each year.
Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as student's progress through high school.
Students have the ability to take onsite dual enrollment courses through an established partnership with St. Pete College (SPC).

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C
The School Based Leadership Team via MTSS analyzes the High School Feedback Report to determine strengths, weaknesses and problem solve gaps in data. Although the data is lagging by two years, discussion is held regarding ways to affect immediate change. Some strategies used to increase post-secondary readiness include: implementation and increased use of the AVID program and strategies; increased participation in advanced coursework; establishment of an AP PLC where teachers work in collaboration to increase AP participation and Dual enrollment. Much effort is put to into increased participation in PERT, ACT, CPT, SAT exams; improved articulation with local colleges and post-secondary institutions; and participation in partnerships with St. Petersburg College.

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	49%		No	54%
American Indian				
Asian				
Black/African American	33%	16%	No	40%
Hispanic	62%	53%	No	66%
White	86%	75%	No	87%
English language learners				
Students with disabilities	33%	14%	No	39%
Economically disadvantaged	38%	20%	No	44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	15%	20%
Students scoring at or above Achievement Level 4	57	17%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	79%	84%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		12%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	161	48%	53%
Students in lowest 25% making learning gains (FCAT 2.0)	161	48%	53%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
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]*		72%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		72%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		34%

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	300	71%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		85%

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	39%		No	45%
American Indian				
Asian				
Black/African American	33%	22%	No	39%
Hispanic	43%	64%	Yes	48%
White	68%	79%	Yes	72%
English language learners				
Students with disabilities	42%	18%	No	48%
Economically disadvantaged	34%	27%	No	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	79%	84%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		12%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	10	71%	76%
Students in lowest 25% making learning gains (EOC)	202	69%	74%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		14%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	29%	34%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		8%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	28%	33%
Students scoring at or above Achievement Level 4	11	5%	10%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		38%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		72%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	41%	46%
Students scoring at or above Achievement Level 4	48	30%	35%

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)	5		8
Participation in STEM-related experiences provided for students	45	3%	5%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	171	11%	21%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		18%	28%
Students taking one or more advanced placement exams for STEM-related courses	24	1%	11%
CTE-STEM program concentrators	124		150
Students taking CTE-STEM industry certification exams	72	26%	36%
Passing rate (%) for students who take CTE-STEM industry certification exams		31%	41%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	275	100%	100%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	124	45%	55%
Completion rate (%) for CTE students enrolled in *accelerated* courses		98%	100%
Students taking CTE industry certification exams	72	26%	70%
Passing rate (%) for students who take CTE industry certification exams		31%	50%
CTE program concentrators	83	30%	40%
CTE teachers holding appropriate industry certifications	5	83%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	545	35%	25%
Students in ninth grade with one or more absences within the first 20 days	28	7%	5%
Students in ninth grade who fail two or more courses in any subject	62	17%	12%
Students with grade point average less than 2.0	207	15%	5%
Students who fail to progress on-time to tenth grade	15	4%	0%
Students who receive two or more behavior referrals	691	44%	34%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	526	34%	24%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	2	1%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	286	78%	83%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	85	69%	74%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	77	62%	67%

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).

Describe parental involvement targets for your school
Provide frequent home-school communication in a variety of formats, that allow for families to support and supervise their child's educational progress

Continue to use multiple media to inform parents in a timely manner of up and coming events via: web-site, school messenger, flyers, marquee, quarterly news letter

Work in collaboration with businesses and community organizations to "take to the streets." to inform our parents. (traditional student body)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Partner with businesses and organizations within the community to better reach and inform parents.	688	20%	40%
Increase the level of participation of our parents in PTSA and SAC	25	2%	5%

Area 10: Additional Targets

Description of additional targets
Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)
1. Increase the number of students scoring proficient on the U.S. History EOC
2. Increase the number of students scoring in top third of Florida students taking U.S. History EOC
3. Decrease the number of students scoring in the lowest third of Florida students taking U.S. History EOC

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of students scoring at proficiency level 3 on U.S History EOC.	40	16%	60%

Goals Summary

Goal #1:
Increase current level of proficiency from 30% to 45% in FCAT 2.0

Goal #2:
Decrease levels 1 & 2 from 70% to 55%

Goal #3:
• To increase the percentage of students scoring a 4 or above from 80% to 90%

Goal #4:
• To decrease the percentage of students scoring levels 1, 2, or 3 from 20% to 10%

Goal #5:
To increase the level of Biology students to 77% at or above proficiency.

Goal #6:
Improve student performance on Algebra 1 EOC by percentage 5 points.

Goal #7:
Improve student performance on Geometry EOC by 5 percentage points.

Goal #8:
1. Improve student performance on Florida Alternate Assessment by 5 points

Goals Detail

Goal #1:	Increase current level of proficiency from 30% to 45% in FCAT 2.0
Targets Supported	• Reading - FCAT2.0 • Reading - Learning Gains
Resources Available to Support the Goal	• Lesson Plans & Walkthroughs, Assessment Data, FCAT, FAIR, Glencoe, FCIM activities, EOCs and other classroom assessments. Blending of Common Core State Standards into curriculum.
Targeted Barriers to Achieving the Goal	• Instruction does not provide students with sufficient opportunities to read and think through complex text • Instruction does not include a variety of practice opportunities that promote active student discussion and writing to engage in complex text.

Plan to Monitor Progress Toward the Goal

Action:
Walk-through feedback/ observation PLC documentation log Lesson Plan

Person or Persons Responsible:
Administrator and Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
FAIR, Lesson Plans (Focus lessons), Conferring notes

Goal #2:	Decrease levels 1 & 2 from 70% to 55%

Targets Supported	• Reading • Reading - FCAT2.0 • Reading - Learning Gains
Resources Available to Support the Goal	• Maze passages Wordly Wise Varied Online resources: Flocabulary, Vocabulary Cartoon Lesson Plans, Assessment Data, FCAT, FAIR, FCIM activities, EOCs and other classroom assessments.
Targeted Barriers to Achieving the Goal	• Lack of exposure and actual use of rich vocabulary words embedded into the taught curriculum • Limited opportunities for students to independently read for meaning

Plan to Monitor Progress Toward the Goal

Action:
Informal assessments FAIR assessment results

Person or Persons Responsible:
Administrator and Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
FAIR Results Lesson Plan

Goal #3:	**• To increase the percentage of students scoring a 4 or above from 80% to 90%**

Targets Supported	• Writing
Resources Available to Support the Goal	• • Weekly writing notebook quantity and quality checks • Bi-weekly prompted assessments • Mid-year district writing assessment • Initial (pre-year) district writing assessment • Glencoe • Timed Writing • Teacher observation
Targeted Barriers to Achieving the Goal	

Plan to Monitor Progress Toward the Goal

Action:
Glenco practice

Person or Persons Responsible:
Administrator and Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Lesson Plans Observation/ Walk-through notes

Goal #4:	**• To decrease the percentage of students scoring levels 1, 2, or 3 from 20% to 10%**

Targets Supported	• Writing
Resources Available to Support the Goal	• • Weekly writing notebook quantity and quality checks • Bi-weekly prompted assessments • Mid-year district writing assessment • Initial (pre-year) district writing assessment • Glencoe • Timed Writing • Teacher observation
Targeted Barriers to Achieving the Goal	• Student social immaturity became a distraction Lack of effective instructional delivery Lack of effective instructional planning Poor attendance among general education students.

Plan to Monitor Progress Toward the Goal

Action:
Participate in dual scoring conversation and hands on training.

Person or Persons Responsible:
Department Chair and team

Target Dates or Schedule:
Within the first 6 weeks during weekly PLCs

Evidence of Completion:
PLC notes

Goal #5:	**To increase the level of Biology students to 77% at or above proficiency.**
Targets Supported	• Science • Science - High School • Science - Biology 1 EOC
Resources Available to Support the Goal	• FLDOE FAA science assessment, biology EOC results, and STEM participation/ enrollment numbers
Targeted Barriers to Achieving the Goal	• Teachers lack complete knowledge of how to merge Next Generations Standards with Common Core State Standards

Plan to Monitor Progress Toward the Goal

Action:
PLC mtg. Identify academic focus

Person or Persons Responsible:
Administrator

Target Dates or Schedule:
August

Evidence of Completion:
PLC Notes Lesson Plans

Goal #6:	**Improve student performance on Algebra 1 EOC by percentage 5 points.**
Targets Supported	• Algebra 1 EOC

Resources Available to Support the Goal	• Support from math coach Materials:. scale or rubric, data chat materials, benchmark assessments
Targeted Barriers to Achieving the Goal	• Limited knowledge of how to best implement and provide support for Common Core Standard roll out Limited knowledge on assessing student mastery of Common Core Standards

Plan to Monitor Progress Toward the Goal

Action:
PLC dialogue Student work analysis

Person or Persons Responsible:
Math Coach Math Department

Target Dates or Schedule:
Weekly

Evidence of Completion:
Assessment results Student work

Goal #7:	**Improve student performance on Geometry EOC by 5 percentage points.**
Targets Supported	• Math • Math - High School • Geometry EOC
Resources Available to Support the Goal	• Support from math coach Materials:. scale or rubric, data chat materials, benchmark assessments
Targeted Barriers to Achieving the Goal	• Limited knowledge of how to best implement and provide support for Common Core Standard roll out Limited knowledge on assessing student mastery of Common Core Standards

Plan to Monitor Progress Toward the Goal

Action:
Walk-throughs PLCs Trainings Book Studies Online Moodle training Content Specific Clinic

Person or Persons Responsible:
Math Coach Math Department

Target Dates or Schedule:
Ongoing throughout the 2013-2014 School year Performance Matters- August

Evidence of Completion:
PLC notes Training Agendas

Goal #8:	**1. Improve student performance on Florida Alternate Assessment by 5 points**
Targets Supported	• Math - High School •

Resources Available to Support the Goal	• Support from math coach Materials: scale or rubric, data chat materials, benchmark assessments
Targeted Barriers to Achieving the Goal	• Limited knowledge of how to best implement and provide support for Common Core Standard roll out Limited knowledge on assessing student mastery of Common Core Standards

Plan to Monitor Progress Toward the Goal

Action:
Walk through PLC discussion Lesson Plans

Person or Persons Responsible:
Administrator

Target Dates or Schedule:
Ongoing bi-weekly

Evidence of Completion:
Lesson Plans Walk through feedback PLC notes Appraisal

Action Plan for Improvement

Goal #1:	Increase current level of proficiency from 30% to 45% in FCAT 2.0
Barrier #1:	Instruction does not provide students with sufficient opportunities to read and think through complex text
Strategy #1 to Overcome the Barrier	Literacy Coach and instructional leaders model blended lessons rooted in CCSS pedagogy For example: Think aloud, decoding academic vocabulary, speaking and listening methods, examining textual evidence, and authentic response in writing

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Walk-throughs Focus lessons/ Lesson plans

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Walk-through feedback PLC Notes Focus Lessons Lesson plans Classroom Observations documentation

Facilitator:
Literacy Coach

Participants:
Literacy Coach

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
Collaboration between Literacy Coach and classroom teachers Lesson Study

Person or Persons Responsible:
Literacy Coach Administrator

Target Dates or Schedule:
Bi-weekly

Evidence of Completion
Observation Lesson Study notes

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
Progress monitoring strategy implementation Modeling

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Ongoing bi- weekly

Evidence of Completion:
PLC discussion Walk through notes

Goal #1:	Increase current level of proficiency from 30% to 45% in FCAT 2.0
Barrier #1:	Instruction does not provide students with sufficient opportunities to read and think through complex text
Strategy #2 to Overcome the Barrier	Provide opportunities for students to collaboratively and independently read and grapple with complex text at grade level.

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
CCSS Gradual Release Guide Guided Instruction Lesson Study PLC discussion Hands on authentic task

Person or Persons Responsible:
Literacy Coach Reading teachers

Target Dates or Schedule:
Ongoing daily

Evidence of Completion:
Lesson plans PLC notes Observation/walk through notes

Facilitator:
Literacy Coach

Participants:
Literacy Coach Reading teachers

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #1

Action:
Small group Walk through Lesson study PLC(analysis of student work)

Person or Persons Responsible:
Literacy coach Administrator

Target Dates or Schedule:
Weekly

Evidence of Completion
Lesson plans Walk through feedback Student work

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #1

Action:
Observation Walk through

Person or Persons Responsible:
Administrator

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Walk through feedback

Goal #1:	Increase current level of proficiency from 30% to 45% in FCAT 2.0
Barrier #1:	Instruction does not provide students with sufficient opportunities to read and think through complex text
Strategy #3 to Overcome the Barrier	Establish or Re-establish class routines (Flow of the day)that best meet student needs using collaborative structures that best allow for differentiated instruction. Whole group Small group Independent Independent Reading with teacher conferring

Step #1 to Implement Strategy #3

Action:
Implementation of collaborative structure

Person or Persons Responsible:
Classroom teacher

Target Dates or Schedule:
On-going daily

Evidence of Completion:
Classroom setup Observation

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #1

Action:
Accountability check for consistent flow of the day implementation

Person or Persons Responsible:
Literacy Coach Administrator

Target Dates or Schedule:
Bi-weekly

Evidence of Completion
Observation notes Conferring notes

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #1

Action:
Key flow of the day components

Person or Persons Responsible:
Administrator

Target Dates or Schedule:
Monthly

Evidence of Completion:
Walk-through feedback and notes

Goal #1:	Increase current level of proficiency from 30% to 45% in FCAT 2.0
Barrier #1:	Instruction does not provide students with sufficient opportunities to read and think through complex text
Strategy #4 to Overcome the Barrier	Increase the time students independently read using meta-cognition to monitor for meaning

Step #1 to Implement Strategy #4 - PD Opportunity

Action:
Structured independent reading block Accountability response journal/log Teacher conferring notes Lesson study

Person or Persons Responsible:
Teacher Literacy Coach

Target Dates or Schedule:
Daily

Evidence of Completion:
lesson plans Lesson study

Facilitator:
literacy coach

Participants:
Teacher Literacy Coach

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #1

Action:
Observation Training Lesson Studies

Person or Persons Responsible:
Literacy Coach Administrator

Target Dates or Schedule:
Bi-weekly

Evidence of Completion
Walk through notes Teacher Conferring notes Lesson study notes or input

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #1

Action:
Co-teach (Whole class) Observation Conferring using notes

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Observation feedback Conferring notes Student response log

Goal #1:	Increase current level of proficiency from 30% to 45% in FCAT 2.0
Barrier #2:	Instruction does not include a variety of practice opportunities that promote active student discussion and writing to engage in complex text.
Strategy #2 to Overcome the Barrier	Students engage in authentic cognitively complex literacy tasks and monitor the extent to which evidence from text is used to justify response..

Step #1 to Implement Strategy #2

Action:
Use of hands on activities ie Ppt. projects Dinah Zike's activities Journaling Write to respond Cooperative structures (Socratic Seminar)

Person or Persons Responsible:
Literacy coach Classroom teacher

Target Dates or Schedule:
Daily

Evidence of Completion:
Lesson Plans PLC notes

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #2 to Goal #1

Action:
Walk through s Lesson studies PLC discussion

Person or Persons Responsible:
Literacy Coach Administrator

Target Dates or Schedule:
Ongoing bi-weekly

Evidence of Completion
Observation notes Walk through feedback

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #2 to Goal #1

Action:
Walk-through

Person or Persons Responsible:
Administrator

Target Dates or Schedule:
Monthly

Evidence of Completion:
Walk through notes Lesson Plans

Goal #2:	Decrease levels 1 & 2 from 70% to 55%
Barrier #1:	Lack of exposure and actual use of rich vocabulary words embedded into the taught curriculum
Strategy #1 to Overcome the Barrier	Use academic language in the classroom through the continued use of Maze passages, and complex text

Step #1 to Implement Strategy #1

Action:
Instructional delivery of vocabulary acquisition

Person or Persons Responsible:
Literacy Coach and Administrator

Target Dates or Schedule:
Weekly- ongoing

Evidence of Completion:
Fair data- Maze Documentation of student in Journal writing Conferring notes

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Daily Bell work Response journal Whole class graph

Person or Persons Responsible:
Teacher

Target Dates or Schedule:
Daily

Evidence of Completion
Lesson plans Assessment

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
FAIR Observation

Person or Persons Responsible:
Administrator Literacy coach

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Walk through feedback FAIR results

Goal #2:	Decrease levels 1 & 2 from 70% to 55%
Barrier #1:	Lack of exposure and actual use of rich vocabulary words embedded into the taught curriculum
Strategy #2 to Overcome the Barrier	Exposure to vocabulary words in context and a variety of vocabulary exercises using various resources.

Step #1 to Implement Strategy #2 - Budget Item

Action:
Daily vocabulary acquisition Introduction of SAT words Use of Wordily Wise Lesson Study

Person or Persons Responsible:
Administrator and Literacy Coach

Target Dates or Schedule:
Ongoing Daily

Evidence of Completion:
FAIR Vocabulary Walk-through/ Observation Maze results

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #2

Action:
Walk-through Literacy Coach support

Person or Persons Responsible:
Administrator and Literacy Coach

Target Dates or Schedule:
Ongoing Weekly

Evidence of Completion
Walk through feedback

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #2

Action:
Walk Through

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Ongoing bi-weekly

Evidence of Completion:
Walk Through feedback

Goal #2:	Decrease levels 1 & 2 from 70% to 55%
Barrier #2:	Limited opportunities for students to independently read for meaning
Strategy #1 to Overcome the Barrier	Increased students time engaged in independent reading and teacher confer to determine students use of meta cognition.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Use of conferring and take anecdotal notes

Person or Persons Responsible:
Classroom teachers

Target Dates or Schedule:
daily

Evidence of Completion:
conferring notes

Facilitator:
Administrator Literacy Coach

Participants:
Classroom teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:
Provide teachers support on conferring and taking anecdotal notes Provide teachers support on strategies used to hold students accountable for use of meta cognitive strategies Conduct Lesson Studies Student work analysis PLC conversation

Person or Persons Responsible:
Literacy coach Administrator

Target Dates or Schedule:
Weekly

Evidence of Completion
Conferring notes Lesson Study notes Student Work

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:
Observations Walk throughs Lesson Study Analysis of student work (Reading log) Discussion of teacher's conferring notes

Person or Persons Responsible:
Administrator

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Walk through notes Lesson Study notes

Goal #4:	• To decrease the percentage of students scoring levels 1, 2, or 3 from 20% to 10%
Barrier #1:	Student social immaturity became a distraction Lack of effective instructional delivery Lack of effective instructional planning Poor attendance among general education students.
Strategy #1 to Overcome the Barrier	Train all 10th grade teachers in scoring writing Provide time for 10th grade teachers to study student writing work together

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Send all 10th grade English teachers to district trainings on scoring writing. English teachers will work collaboratively with the reading teachers to share information and assessments.

Person or Persons Responsible:
Literacy Coach and Administrator

Target Dates or Schedule:
Three times a year

Evidence of Completion:
Teacher observation Lesson plans Student writing Scoring Practice

Facilitator:

Participants:
Literacy Coach and Administrator

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Goal #5:	To increase the level of Biology students to 77% at or above proficiency.
Barrier #1:	Teachers lack complete knowledge of how to merge Next Generations Standards with Common Core State Standards
Strategy #4 to Overcome the Barrier	Offer all students with a C or lower the opportunity to participate in the extended learning program offered on-site.

Step #1 to Implement Strategy #4 - Budget Item

Action:
Identify and personally invite students to attend ELP

Person or Persons Responsible:
ELP facilitator Science teachers

Target Dates or Schedule:
September- May

Evidence of Completion:
Copy of invitat ELP Sign-in

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #5

Action:
Identify ELP participants Send out invitations Explain purpose

Person or Persons Responsible:
ELP Facilitator ELP Administrator

Target Dates or Schedule:
September

Evidence of Completion
Sign in sheets Teacher feedback

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #5

Action:
Observation Data analysis Student sign-in

Person or Persons Responsible:
ELP Administrator Science Administrator

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Sign-in sheets Observation feedback Teacher feedback

<p style="color:red; text-align:center">Action Step(s) Missing for Goal #5, Barrier #1, Strategy #5
Complete one or more action steps for this Strategy or de-select it</p>

Plan to Monitor Fidelity of Implementation of Strategy #5 for Overcoming Barrier #1 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #5 for Overcoming Barrier #1 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

<p style="color:red; text-align:center">Action Step(s) Missing for Goal #5, Barrier #1, Strategy #6
Complete one or more action steps for this Strategy or de-select it</p>

Plan to Monitor Fidelity of Implementation of Strategy #6 for Overcoming Barrier #1 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #6 for Overcoming Barrier #1 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #6:	Improve student performance on Algebra 1 EOC by percentage 5 points.
Barrier #2:	Limited knowledge of how to best implement and provide support for Common Core Standard roll out Limited knowledge on assessing student mastery of Common Core Standards
Strategy #2 to Overcome the Barrier	To utilize all aspects of available professional development with the following training Agile Mind Performance Matters Math Excel Kagan (Cooperative Structures) Marzano (Standards Based Writing)

Step #1 to Implement Strategy #2 - Budget Item - PD Opportunity

Action:
Walk-throughs PLCs Trainings Book Studies Online Moodle training Content Specific Clinic

Person or Persons Responsible:
Math Coach Math Department

Target Dates or Schedule:
Ongoing throughout the 2013-2014 School year Performance Matters- August

Evidence of Completion:
PLC notes Walk-through feedback Training Agendas

Facilitator:
Math Coach and District Personnel

Participants:
Math Coach Math Department

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #2 to Goal #6

Action:
Walk through instrument Lesson plan Lesson Studies

Person or Persons Responsible:
Math Coach Math Administrator

Target Dates or Schedule:
Ongoing bi-weekly

Evidence of Completion
Walk through notes and feedback PLC notes Lesson Study notes

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #2 to Goal #6

Action:
Walk throughs PLC collaboration MTSS discussion

Person or Persons Responsible:
Administrator

Target Dates or Schedule:
Ongoing two weeks

Evidence of Completion:
Walk through feedback PLC Notes MTSS input

Goal #7:	Improve student performance on Geometry EOC by 5 percentage points.
Barrier #1:	Limited knowledge of how to best implement and provide support for Common Core Standard roll out Limited knowledge on assessing student mastery of Common Core Standards
Strategy #2 to Overcome the Barrier	To utilize all aspects of available professional development with the following training Agile Mind Performance Matters Math Excel Kagan (Cooperative Structures) Marzano (Standards Based Writing)

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Walk-throughs PLCs Trainings Book Studies Online Moodle training Content Specific Clinic

Person or Persons Responsible:
Math Coach Math Department

Target Dates or Schedule:
Ongoing weekly

Evidence of Completion:
PLC notes Training Agendas Walk through Feedback

Facilitator:
Math Coach and District staff developer

Participants:
Math Coach Math Department

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #7

Action:
PLCs Lesson Plans Lesson Studies

Person or Persons Responsible:
Math Coach Department Chair

Target Dates or Schedule:
Ongoing bi-weekly

Evidence of Completion
Walk through notes and feedback PLC notes Lesson Study notes

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #7

Action:
Walk throughs PLC collaboration MTSS discussion

Person or Persons Responsible:
Administrator

Target Dates or Schedule:
Ongoing every two weeks

Evidence of Completion:
Walk through feedback PLC Notes MTSS input

Goal #8:	1. Improve student performance on Florida Alternate Assessment by 5 points
Barrier #1:	Limited knowledge of how to best implement and provide support for Common Core Standard roll out Limited knowledge on assessing student mastery of Common Core Standards
Strategy #2 to Overcome the Barrier	Utilize the part time Math Coach to model exemplar math lessons related to Common Core Standards

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Collaborative lesson planning Lesson study format

Person or Persons Responsible:
Math Coach Classroom teachers

Target Dates or Schedule:
Ongoing weekly.

Evidence of Completion:
Lesson Plans Observation notes Walk through notes

Facilitator:
Math Coach

Participants:
Math Coach Classroom teachers

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #8

Action:
Lesson Plan submission Walk through Lesson Study material

Person or Persons Responsible:
Administrator

Target Dates or Schedule:
Consistent with modeling schedule On-going bi-weekly

Evidence of Completion
Walk through feedback PLC notes and feedback Lesson study feedback

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #8

Action:
PLC mtgs. Lesson Studies Lesson Planing

Person or Persons Responsible:
Administrator

Target Dates or Schedule:
Alignment to exemplar model schedule

Evidence of Completion:
PLC notes Walk through feedback Lesson study notes

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).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

SIG funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.

Title I, Part D

The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.

Title II

The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.

Title III

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.

Title X- Homeless

The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.

Nutrition Programs

Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

This year 100% of our school population is eligible for free lunch as a result of a local grant initiative.

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

Goal #1: Increase current level of proficiency from 30% to 45% in FCAT 2.0

Barrier #1: Instruction does not provide students with sufficient opportunities to read and think through complex text

Strategy #1: Literacy Coach and instructional leaders model blended lessons rooted in CCSS pedagogy For example: Think aloud, decoding academic vocabulary, speaking and listening methods, examining textual evidence, and authentic response in writing

Action Step #1: Walk-throughs Focus lessons/ Lesson plans

Facilitator leader
Literacy Coach

Participants
Literacy Coach

Target dates or schedule
Bi-weekly

Evidence of Completion and Person Responsible for Monitoring
Walk-through feedback
PLC Notes
Focus Lessons
Lesson plans br />Classroom Observations documentation
(Person Responsible: Literacy Coach)

Strategy #2: Provide opportunities for students to collaboratively and independently read and grapple with complex text at grade level.

Action Step #1: CCSS Gradual Release Guide Guided Instruction Lesson Study PLC discussion Hands on authentic task

Facilitator leader
Literacy Coach

Participants
Literacy Coach Reading teachers

Target dates or schedule
Ongoing daily

Evidence of Completion and Person Responsible for Monitoring
Lesson plans
PLC notes br />Observation/walk through notes
(Person Responsible: Literacy Coach
Reading teachers)

Strategy #4: Increase the time students independently read using meta-cognition to monitor for meaning

Action Step #1: Structured independent reading block Accountability response journal/log Teacher conferring notes Lesson study

Facilitator leader
literacy coach

Participants
Teacher Literacy Coach

Target dates or schedule
Daily

Evidence of Completion and Person Responsible for Monitoring
lesson plans
Lesson study
(Person Responsible: Teacher
Literacy Coach)

Goal #2: Decrease levels 1 & 2 from 70% to 55%

Barrier #2: Limited opportunities for students to independently read for meaning

Strategy #1: Increased students time engaged in independent reading and teacher confer to determine students use of meta cognition.

Action Step #1: Use of conferring and take anecdotal notes

Facilitator leader
Administrator Literacy Coach

Participants
Classroom teachers

Target dates or schedule
daily

Evidence of Completion and Person Responsible for Monitoring
conferring notes
(Person Responsible: Classroom teachers)

Goal #4: • To decrease the percentage of students scoring levels 1, 2, or 3 from 20% to 10%

Barrier #1: Student social immaturity became a distraction Lack of effective instructional delivery Lack of effective instructional planning Poor attendance among general education students.

Strategy #1: Train all 10th grade teachers in scoring writing Provide time for 10th grade teachers to study student writing work together

Action Step #1: Send all 10th grade English teachers to district trainings on scoring writing. English teachers will work collaboratively with the reading teachers to share information and assessments.

Facilitator leader

Participants
Literacy Coach and Administrator

Target dates or schedule
Three times a year

Evidence of Completion and Person Responsible for Monitoring
Teacher observation
Lesson plans
Student writing
Scoring Practice
(Person Responsible: Literacy Coach and Administrator)

Goal #6: Improve student performance on Algebra 1 EOC by percentage 5 points.

Barrier #2: Limited knowledge of how to best implement and provide support for Common Core Standard roll out Limited knowledge on assessing student mastery of Common Core Standards

Strategy #2: To utilize all aspects of available professional development with the following training Agile Mind Performance Matters Math Excel Kagan (Cooperative Structures) Marzano (Standards Based Writing)

Action Step #1: Walk-throughs PLCs Trainings Book Studies Online Moodle training Content Specific Clinic

Facilitator leader
Math Coach and District Personnel

Participants
Math Coach Math Department

Target dates or schedule
Ongoing throughout the 2013-2014 School year Performance Matters- August

Evidence of Completion and Person Responsible for Monitoring
PLC notes
Walk-through feedback
Training Agendas
(Person Responsible: Math Coach
Math Department
)

Goal #7: Improve student performance on Geometry EOC by 5 percentage points.

Barrier #1: Limited knowledge of how to best implement and provide support for Common Core Standard roll out Limited knowledge on assessing student mastery of Common Core Standards

Strategy #2: To utilize all aspects of available professional development with the following training Agile Mind Performance Matters Math Excel Kagan (Cooperative Structures) Marzano (Standards Based Writing)

Action Step #1: Walk-throughs PLCs Trainings Book Studies Online Moodle training Content Specific Clinic

Facilitator leader
Math Coach and District staff developer

Participants
Math Coach Math Department

Target dates or schedule
Ongoing weekly

Evidence of Completion and Person Responsible for Monitoring
PLC notes br />Training Agendas
Walk through Feedback
(Person Responsible: Math Coach
Math Department)

Goal #8: 1. Improve student performance on Florida Alternate Assessment by 5 points

Barrier #1: Limited knowledge of how to best implement and provide support for Common Core Standard roll out Limited knowledge on assessing student mastery of Common Core Standards

Strategy #2: Utilize the part time Math Coach to model exemplar math lessons related to Common Core Standards

Action Step #1: Collaborative lesson planning Lesson study format

Facilitator leader
Math Coach

Participants
Math Coach Classroom teachers

Target dates or schedule
Ongoing weekly.

Evidence of Completion and Person Responsible for Monitoring
Lesson Plans br />Observation notes
Walk through notes
(Person Responsible: Math Coach
Classroom teachers)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
Goal #2	Decrease levels 1 & 2 from 70% to 55%	$850
Goal #5	To increase the level of Biology students to 77% at or above proficiency.	$1,300
Goal #6	Improve student performance on Algebra 1 EOC by percentage 5 points.	$300
	Total	$2,450

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Materials	Other	Evidence-Based Program	Total
SIP	$350	$300	$0	$650
SIP/SIG	$0	$500	$1,300	$1,800
Total	$350	$800	$1,300	$2,450

Budget Detail

Goal #2: Decrease levels 1 & 2 from 70% to 55%

Barrier #1: Lack of exposure and actual use of rich vocabulary words embedded into the taught curriculum

Strategy #2: Exposure to vocabulary words in context and a variety of vocabulary exercises using various resources.

Action Step #1: Daily vocabulary acquisition Introduction of SAT words Use of Wordily Wise Lesson Study

Resource Type	Evidence-Based Materials
Resource	Wordly Wise 3000
Funding Source	SIP
Amount Needed	$350

Barrier #2: Limited opportunities for students to independently read for meaning

Strategy #1: Increased students time engaged in independent reading and teacher confer to determine students use of meta cognition.

Action Step #1: Use of conferring and take anecdotal notes

Resource Type	Other
Resource	Scholastic book for classroom libraries
Funding Source	SIP/SIG
Amount Needed	$500

Goal #5: To increase the level of Biology students to 77% at or above proficiency.

Barrier #1: Teachers lack complete knowledge of how to merge Next Generations Standards with Common Core State Standards

Strategy #4: Offer all students with a C or lower the opportunity to participate in the extended learning program offered on-site.

Action Step #1: Identify and personally invite students to attend ELP

Resource Type	Evidence-Based Program
Resource	Compass Learning
Funding Source	SIP/SIG
Amount Needed	$1,300

Goal #6: Improve student performance on Algebra 1 EOC by percentage 5 points.

Barrier #2: Limited knowledge of how to best implement and provide support for Common Core Standard roll out Limited knowledge on assessing student mastery of Common Core Standards

Strategy #2: To utilize all aspects of available professional development with the following training Agile Mind Performance Matters Math Excel Kagan (Cooperative Structures) Marzano (Standards Based Writing)

Action Step #1: Walk-throughs PLCs Trainings Book Studies Online Moodle training Content Specific Clinic

Resource Type	Other
Resource	Marzano (Standard Writing) book
Funding Source	SIP
Amount Needed	$300