FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 3031 - Osceola Fundamental High

District: 52 - Pinellas

Principal: Michael Bohnet C

SAC Chair: Eric Beard

Superintendent: Dr. Michael A Grego

School Board Approval Date: 09/24/2013

Last Modified on: 10/28/2013

	Physical	**Mailing**
Address:	9751 98TH ST Seminole, FL 33777	9751 98TH ST Seminole, FL 33777
Phone Number:	727-547-7717	
Web Address:	http://www.osceola-hs.pinellas.k12.fl.us/	
Email Address:	3031.principal@pcsb.org	

School Type:	High School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	21%			
Minority:	18%			
School Grade History:	**2012-13** PENDING	**2011-12** A	**2010-11** B	**2009-10** A

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 Osceola Fundamental High

Principal's name Michael Bohnet C

School Advisory Council chair's name Eric Beard

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

Name	Title
Michael Bohnet	Principal
Lynne Mowatt	Assistant Principal for Curriculum
Krysta Nymark	School Counselor
Elley Polizzi	School Counselor
Jenieff Watson	Reading Coach
Janet Oliver	School Social Worker
Stacy Domante-Hartzell	Teacher on Special Assignment
Julianna Stolz	School Psychologist
Christina Ouellet	Assistant Principal
Mark Robertson	Assistant Principal
Pat McDaniel	School Counselor
Twila Jackson	School Counselor

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
SAC Membership will be determined at the first meeting scheduled for September 9, 2013.

Describe the involvement of the SAC in the development of this school improvement plan
SAC Committee will review draft and give input

Describe the activities of the SAC for the upcoming school year
SIP is reviewed monthly in the Executive Board Meeting

Describe the projected use of school improvement funds and include the amount allocated to each project
Proposed funds to be used for technology for the classroom.

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
In Compliance

If no, 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

 # Administrators 4

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

Administrator Information:

Michael Bohnet C

Principal	Years as Administrator: 15	Years at Current School: 4
Credentials	BA, Physical Education Master of Science in Educational Leadership	
Performance Record	2012-2013 - Osceola HS grade expected A, Reading Learning Gains 66%, Math 84%, L25 Gains Reading 64%, Math 79% 2011-2012 - Osceola H.S. grade A, 22% increase in L25 in reading making gains over last school year, total 68% L25 making gains. Increase in all ares of performance across the board. Highest scores in Algebra EOC 2010-2011 - Osceola H.S. grade B - 56% making learning gains in reading. Osceola H.S. did not make AYP for 2010-2011. Student performance in science improved, math and writing remained relatively stable while in reading, performance declined.	

Christina Ouellet

Asst Principal	Years as Administrator: 14	Years at Current School: 5
Credentials	School principal/All levels Business Education grades 6-12, occupational specialist/vocational	
Performance Record	2012-2013 - Osceola H.S. grade expected A, Reading Learning Gains 66%, Math 84%, L25 Gains Reading 64%, Math 79% 2011-2012 - Osceola H.S. grade A, 2010-2011 - Osceola H.S. grade B, (lowest 25% did not make learning gains in reading) school did not make AYP 2009-2010 - Osceola H.S. grade A, school made AYP	

Lynne Mowatt

Asst Principal	Years as Administrator: 6	Years at Current School: 0
Credentials	B.A. Special Education M.Ed. Ed Leadership	
Performance Record	Data not yet available.	

Mark Robertson		
Asst Principal	Years as Administrator: 4	Years at Current School: 2
Credentials	BS: Liberal studies MS: Ed Leadership	
Performance Record	2012-2013 - Osceola H.S. grade expected A, Reading Learning Gains 66%, Math 84%, L25 Learning Gains Reading 64%, Math 79%	

Instructional Coaches

 # Instructional Coaches 1

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

Instructional Coach Information:		
Jenieff Watson		
Part-time / District-based	Years as Coach: 8	Years at Current School: 4
Areas	Reading/Literacy	
Credentials	Bachelors - Secondary Language Arts, Masters in Reading, Masters in Educational Leadership, Reading Endorsement	
Performance Record	Data Not Available, was not at Osceola H.S. last year. Highly Effective Rating at all Schools	

Classroom Teachers

# of classroom teachers 97

 # receiving effective rating or higher 0%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%

 # certified in-field, pursuant to Section 1012.2315(2), F.S. 97, 100%

 # ESOL endorsed , 0%

 # reading endorsed , 0%

 # with advanced degrees , 0%

 # National Board Certified , 0%

 # first-year teachers 6, 6%

 # with 1-5 years of experience 14, 14%

 # with 6-14 years of experience 38, 39%

 # with 15 or more years of experience 39, 40%

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 0

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

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

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.
Regular meetings with district approved school-based mentors (Assistant Principals and Lead Teachers) -
Ongoing, Partnering new teachers with veteran staff (Assistant principals) - Ongoing, Local district sponsored Job Fairs/Orientations (Principal & Assistant Principal) - Ongoing, District On-line Winocular system (Principal & Assistant Principal) - Ongoing

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
New teachers will be paired with an experienced teacher at OFHS. Susan Brown is the lead mentor teacher and will provide ongoing support. The planned mentoring activities will consist of observation on mentee's instruction and providing feedback, co-planning of lessons (to include connecting lessons to content standards), discussions of student data, progress and the analyzing of student work, modeling or co-teaching of lessons.

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
Classroom Walkthroughs, collaboration with department chairs, SBLT meet monthly, Child Study and RTI team meets weekly to review data and student needs.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
Michael Bohnet (Principal), Lynne Mowatt (APC),Christina Ouellet(AP), Mark Robertson(AP), Pat McDaniel(School Counselor), Krysta Nymark(School Counselor), Twila Jackson(School Counselor), Elley Polizzi(School Counselor), Jenieff Watson(Reading Coach), Janet Oliver(School Social Worker), Julianna Stolz (School Psychologist), Stacy Domante-Hartzell TSA

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
Meetings are scheduled weekly (1st and 3rd week – Child Study, 2nd and 4th week RtI)
-Facilitator – generates agenda and leads team discussions
-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/ disaggregating) the data
-Technology Specialist – brokers technology necessary to manage and display data
-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
-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda
Meeting time: Wednesdays, 7:30-8:30 am
APC will facilitate meetings and ensure that data is available to discuss. Monitoring of the fidelity of the multi-tiered system(MTSS) of supports and School Improvement Plan will take place through the use of classroom walk-throughs, observations of targeted interventions, and discussions in PLC meetings with a report back to the School Based Leadership Team.

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)
FCAT, EOC, Decision Ed, anecdotal records, observation records from teachers or staff (engagement walk-throughs), APC to collect data for meetings to be analyzed by the team and facilitate discussion.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents
PLCs focused on using data discussions and problem solving (using the four-step process)

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

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

Strategy: Before or After School Program

Minutes added to school year:

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

Strategy Description
Tutoring, extended learning, Saturday tutoring for EOCs, 9th grade learning strategies for stuggling students after school, Gifted elective course offered, college visits coordinated through the AVID program.

How is data collected and analyzed to determine the effectiveness of this strategy?
Attendance records are collected, data from EOCs, and FCAT 2.0, other standardized assessments.

Who is responsible for monitoring implementation of this strategy?
Principal and Assistant Principals

Literacy Leadership Team (LLT)

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

Name	Title
Lynne Mowatt	Assistant Principal for Curriculum
Becky Devine	Reading Teacher
Angie Holt	Reading Teacher
Deborah Guinn	Reading Teacher
Betty Herzhauser	English Teacher
David Chittum	Science Teacher
Geoff Robinson	Math Teacher

| Dan Dunavin | Social Studies Teacher |
| Linda Bowman | PE 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 implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
The district will provide training and tools for Literacy Leadership Teams
• 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)

What will be the major initiatives of the LLT this year?
Support for instructional skills designed to improve reading comprehension. Support for implementation of Common Core State Standards for Literacy in subjects other than reading.

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student
• The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. 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 has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies.
• Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.

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 an array of course offerings that have applicable skills directly relating to various post-secondary training.
· Applied and integrated courses are found extensively in our schools' Center of Excellence program. Within the Center of Excellence, students are required to take multiple integrated courses each year.
· Teachers use a daily common board configuration to identify learning targets for students and how it is relevant in their daily lives.

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. Academic advisement leading into 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 a transitions course into and out of high school where transition skills are developed and career planning takes place.

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
Some current and previous strategies used to increase postsecondary readiness include: implementation and increased use of the AVID program; increased participation in advanced coursework; establishment and expansion of Centers of Excellence; increased participation in ACT, CPT, and SAT exams; improved articulation with local colleges and postsecondary 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	72%	72%	Yes	75%
American Indian				
Asian		69%		
Black/African American	44%	44%	Yes	50%
Hispanic	68%	68%	Yes	71%
White	74%	74%	Yes	77%
English language learners				
Students with disabilities	45%	45%	Yes	51%
Economically disadvantaged	63%	63%	Yes	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	135	29%	33%
Students scoring at or above Achievement Level 4	184	40%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		46%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		54%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		64%	68%

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]*		
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]*		
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]*		

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]*		61%

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		79%	82%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

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	80%	80%	Yes	82%
American Indian				
Asian				
Black/African American	61%	61%	Yes	65%
Hispanic	84%	84%	Yes	86%
White	81%	81%	Yes	83%
English language learners				
Students with disabilities	63%	63%	Yes	67%
Economically disadvantaged	77%	77%	Yes	79%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		84%	89%
Students in lowest 25% making learning gains (EOC)		79%	84%

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]*		35%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	58%	63%
Students scoring at or above Achievement Level 4	42	21%	26%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	34%	39%
Students scoring at or above Achievement Level 4	146	40%	45%

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]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	190	44%	
Students scoring at or above Achievement Level 4	164	38%	

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)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

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	78		
Passing rate (%) for students who take CTE industry certification exams		92%	94%
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	236	13%	
Students in ninth grade with one or more absences within the first 20 days	62	13%	
Students in ninth grade who fail two or more courses in any subject	13	3%	
Students with grade point average less than 2.0	124	7%	
Students who fail to progress on-time to tenth grade	0	100%	
Students who receive two or more behavior referrals	88	4%	
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	59	3%	

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	2		
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)		96%	
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		86%	
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)		92%	

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
Due to Fundamental Policy, parents must commit to parent involvement activities to include one meeting per month (Booster, SAC, PTSA), and participation in all conferences.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Description of additional targets

For the Bradley Memorandum of Understanding, black students will be targeted for improvement in reading.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase percentage of black students scoring level 3 or higher on FCAT 2.0 Reading by 5%	8	33%	38%

Goals Summary

Goal #1:
Increase percentage of students scoring proficient (level 3 and above) for all groups by 4%

Goal #2:
Increase % of students scoring 3 and above on the Algebra and Geometry EOC by 5%

Goal #3:
Students scoring at level 3.5 will increase by 3% to 82%.

Goal #4:
Bradley MOU Goal - Increase percentage of black students scoring level 3 or higher on FCAT 2.0 reading by 5%.

Goals Detail

Goal #1:	**Increase percentage of students scoring proficient (level 3 and above) for all groups by 4%**
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Reading - CELLA • Reading - Postsecondary Readiness
Resources Available to Support the Goal	• Reading and Language Arts Teachers, LLT
Targeted Barriers to Achieving the Goal	• Lack of knowledge of Common Core Standards • Lack of development of engaging lessons

Plan to Monitor Progress Toward the Goal

Action:
Administration will conduct walk-throughs and compile data regarding implementation of SIP goals to be shared with teachers. Areas of need as well as bright spots will be highlighted at faculty meetings and PLCs. Administration will monitor participation in ELP and track student growth. Individual student data will be tracked and shared with teachers on an ongoing basis.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Meeting minutes (PLC, faculty) Data chats Walk-through data compiled and shared with faculty.

Goal #2:	**Increase % of students scoring 3 and above on the Algebra and Geometry EOC by 5%**

Targets Supported	• Math • Math - High School • Math - High School AMO's • • Math - High School Postsecondary Readiness • Algebra 1 EOC • Geometry EOC
Resources Available to Support the Goal	• District "Just-In-Time" Training • Examples of Exemplar Lessons • Agile Mind - District purchased and supported software
Targeted Barriers to Achieving the Goal	• Insufficient standard based instruction and knowledge of Common Core

Plan to Monitor Progress Toward the Goal

Action:
Administration will conduct walk-throughs and compile data regarding implementation of SIP goals to be shared with teachers. Areas of need as well as bright spots will be highlighted at faculty meetings and PLCs. Administration will monitor participation in ELP and track student growth. Individual student data will be tracked and shared with teachers on an ongoing basis.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Ongoing data collected during walk-throughs and lesson plan reviews will be shared with teachers

Evidence of Completion:
Meeting minutes (PLC, faculty) Data chats Walk-through data compiled and shared with faculty.

Goal #3:	**Students scoring at level 3.5 will increase by 3% to 82%.**
Targets Supported	• Writing
Resources Available to Support the Goal	• Core curriculum teachers other than English teachers increasing amount of writing required • Increase engagement in writing in all classes
Targeted Barriers to Achieving the Goal	• Limited number of writing assignments across curriculum • Lack of a common rubric to rate student writing consistently

Plan to Monitor Progress Toward the Goal

Action:
Administration will conduct walk-throughs and compile data regarding implementation of SIP goals to be shared with teachers. Areas of need as well as bright spots will be highlighted at faculty meetings and PLCs. Administration will monitor participation in ELP and track student growth. Individual student data will be tracked and shared with teachers on an ongoing basis.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Ongoing data collected during walk-throughs and lesson plan reviews will be shared with teachers

Evidence of Completion:
Meeting minutes (PLC, faculty) Data chats Walk-through data compiled and shared with faculty.

Goal #4:	**Bradley MOU Goal - Increase percentage of black students scoring level 3 or higher on FCAT 2.0 reading by 5%.**

Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Reading - CELLA • Reading - Postsecondary Readiness
Resources Available to Support the Goal	• High level of parent involvement
Targeted Barriers to Achieving the Goal	• Lack of differentiation of curriculum based upon student interests, cultural background and prior knowledge.

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Goal #1:	Increase percentage of students scoring proficient (level 3 and above) for all groups by 4%
Barrier #1:	Lack of knowledge of Common Core Standards
Strategy #1 to Overcome the Barrier	Teachers will create rigorous and engaging lessons using complex texts

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

Action:
Collaborate and work together to track data and monitor effectiveness of instruction Engage in Lesson Study

Person or Persons Responsible:
Administration will support teachers in improving instruction

Target Dates or Schedule:
During walkthroughs and PLC meetings

Evidence of Completion:
Administration will conduct walkthroughs and compile data regarding implementation of SIP goals to be shared with teachers. Areas of need as well as bright spots will be highlighted at faculty meetings and PLCs. Administration will monitor participation in ELP and track student growth. Individual student data will be tracked and shared with teachers on an ongoing basis.

Facilitator:

Participants:
Administration will support teachers in improving instruction

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

Action:
Administrative team will participate in department PLCs

Person or Persons Responsible:
Administration team will work collaboratively through weekly meetings to identify professional development needs and work to schedule.

Target Dates or Schedule:
Weekly

Evidence of Completion
PLC meeting minutes addressing areas of professional development needs identified in weekly administrative team meetings.

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

Action:
Administration will review teacher lesson plans on a bi-weekly basis. Administration will conduct walk-throughs. Areas of need as well as bright spots will be shared at faculty meetings and PLCs

Person or Persons Responsible:
Administration will conduct walk-throughs and compile data regarding implementation of SIP goals to be shared with teachers.

Target Dates or Schedule:
On a monthly basis

Evidence of Completion:
Ongoing data collected during walk-throughs and lesson plan reviews will be shared with teachers.

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

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

Action:
Administrative team will participate in department PLCs

Person or Persons Responsible:
Administration team will work collaboratively through weekly meetings to identify professional development needs and work to schedule so that assessments are developed with complex texts.

Target Dates or Schedule:
Weekly

Evidence of Completion
PLC meeting minutes addressing areas of professional development needs identified in weekly administrative team meetings and notes regarding assessments.

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

Action:
Administration will review teacher lesson plans on a bi-weekly basis. Administration will conduct walk-throughs. Areas of need as well as bright spots will be shared at faculty meetings and PLCs

Person or Persons Responsible:
Administration will conduct walk-throughs and compile data regarding implementation of SIP goals to be shared with teachers.

Target Dates or Schedule:
On a monthly basis

Evidence of Completion:
Ongoing data collected during walk-throughs and lesson plan reviews will be shared with teachers.

Goal #2:	Increase % of students scoring 3 and above on the Algebra and Geometry EOC by 5%
Barrier #1:	Insufficient standard based instruction and knowledge of Common Core
Strategy #2 to Overcome the Barrier	PLCs focused on development of lessons focused Common Core

Step #1 to Implement Strategy #2

Action:
Walk-throughs will be conducted by administrators with a focus on SIP math goals and teacher appraisal indicators. Review of teacher lesson plans bi-weekly Math Team PLCs to incorporate Common Core Standards into Algebra and Geometry curriculum. ELP to support Students who need additional time with content.

Person or Persons Responsible:
Math Teams

Target Dates or Schedule:
Monthly

Evidence of Completion:
PLC meeting minutes addressing areas of professional development needs identified in weekly administrative team meetings. Administration to monitor participation in ELP and track student growth.

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

Action:
Administration will review teacher lesson plans on a bi-weekly basis. Administration will conduct walk-throughs. Areas of need as well as bright spots will be shared at faculty meetings and PLCs

Person or Persons Responsible:
Administration will conduct walk-throughs and compile data regarding implementation of SIP goals to be shared with teachers.

Target Dates or Schedule:
On a monthly basis

Evidence of Completion
Ongoing data collected during walk-throughs and lesson plan reviews will be shared with teachers.

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

Action:
Administration will review teacher lesson plans on a bi-weekly basis. Administration will conduct walk-throughs. Areas of need as well as bright spots will be shared at faculty meetings and PLCs

Person or Persons Responsible:
Administration will conduct walk-throughs and compile data regarding implementation of SIP goals to be shared with teachers.

Target Dates or Schedule:
On a monthly basis

Evidence of Completion:
Ongoing data collected during walk-throughs and lesson plan reviews will be shared with teachers.

Goal #2:	Increase % of students scoring 3 and above on the Algebra and Geometry EOC by 5%
Barrier #1:	Insufficient standard based instruction and knowledge of Common Core
Strategy #3 to Overcome the Barrier	Incorporate use of Agile Mind (Common Core digital math program)

Step #1 to Implement Strategy #3

Action:
Ensure students have access to technology for Agile Mind

Person or Persons Responsible:
Administration and Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
All students are accessing the digital program for curriculum delivery

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #2

Action:
Administrative team will participate in department PLCs

Person or Persons Responsible:
Administration team will work collaboratively through weekly meetings to identify professional development needs and work to schedule.

Target Dates or Schedule:
Weekly

Evidence of Completion
PLC meeting minutes addressing areas of professional development needs identified in weekly administrative team meetings.

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #2

Action:
Administration will review teacher lesson plans on a bi-weekly basis. Administration will conduct walk-throughs. Areas of need as well as bright spots will be shared at faculty meetings and PLCs

Person or Persons Responsible:
Administration will conduct walk-throughs and compile data regarding implementation of SIP goals to be shared with teachers.

Target Dates or Schedule:
On a monthly basis

Evidence of Completion:
Ongoing data collected during walk-throughs and lesson plan reviews will be shared with teachers.

Goal #3:	Students scoring at level 3.5 will increase by 3% to 82%.
Barrier #1:	Limited number of writing assignments across curriculum
Strategy #2 to Overcome the Barrier	Development of common rubric to rate student writing.

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
PLCs focused on lesson study to include writing across curriculum.

Person or Persons Responsible:
Administration and teachers

Target Dates or Schedule:
PLCs

Evidence of Completion:
PLC minutes

Facilitator:

Participants:
Administration and teachers

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #3

Action:
Administrative team will participate in department PLCs

Person or Persons Responsible:
Administration team will work collaboratively through weekly meetings to identify professional development needs and work to schedule.

Target Dates or Schedule:
Weekly

Evidence of Completion
PLC meeting minutes addressing areas of professional development needs identified in weekly administrative team meetings.

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #3

Action:
Administration will review teacher lesson plans on a bi-weekly basis. Administration will conduct walk-throughs. Areas of need as well as bright spots will be shared at faculty meetings and PLCs

Person or Persons Responsible:
Administration will conduct walk-throughs and compile data regarding implementation of SIP goals to be shared with teachers.

Target Dates or Schedule:
On a monthly basis

Evidence of Completion:
Ongoing data collected during walk-throughs and lesson plan reviews will be shared with teachers.

Goal #3:	Students scoring at level 3.5 will increase by 3% to 82%.
Barrier #2:	Lack of a common rubric to rate student writing consistently
Strategy #1 to Overcome the Barrier	Development of common rubric to rate student writing

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Development of a common rubric to be used across curriculum.

Person or Persons Responsible:
Administration and teachers

Target Dates or Schedule:
PLCs

Evidence of Completion:
Rubric used across curriculum to rate student writing.

Facilitator:

Participants:
Administration and teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #3

Action:
Administrative team will participate in department PLCs

Person or Persons Responsible:
Administration team will work collaboratively through weekly meetings to identify professional development needs and work to schedule.

Target Dates or Schedule:
Weekly

Evidence of Completion
PLC meeting minutes addressing areas of professional development needs identified in weekly administrative team meetings.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #3

Action:
Administration will review teacher lesson plans on a bi-weekly basis. Administration will conduct walk-throughs. Areas of need as well as bright spots will be shared at faculty meetings and PLCs

Person or Persons Responsible:
Administration will conduct walk-throughs and compile data regarding implementation of SIP goals to be shared with teachers.

Target Dates or Schedule:
On a monthly basis

Evidence of Completion:
Ongoing data collected during walk-throughs and lesson plan reviews will be shared with teachers.

Goal #4:	Bradley MOU Goal - Increase percentage of black students scoring level 3 or higher on FCAT 2.0 reading by 5%.
Barrier #1:	Lack of differentiation of curriculum based upon student interests, cultural background and prior knowledge.
Strategy #1 to Overcome the Barrier	Content materials are differentiated by student interests, cultural background, prior knowledge of content and skill level.

Step #1 to Implement Strategy #1

Action:
Content materials differentiated Content materials are scaffolded to meet diverse learning needs Teachers provide small group instruction to target specific student needs. Use of AVID strategies.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Lesson Plans Administrative Walk-throughs

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:

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

Wellness program will be coordinated by (Shannon McDonald) who will provide ongoing health and fitness information and activities through the year to increase overall health and well being of staff.

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:

Goal #1: Increase percentage of students scoring proficient (level 3 and above) for all groups by 4%

Barrier #1: Lack of knowledge of Common Core Standards

Strategy #1: Teachers will create rigorous and engaging lessons using complex texts

Action Step #1: Collaborate and work together to track data and monitor effectiveness of instruction
Engage in Lesson Study

Facilitator leader

Participants
Administration will support teachers in improving instruction

Target dates or schedule
During walkthroughs and PLC meetings

Evidence of Completion and Person Responsible for Monitoring
Administration will conduct walkthroughs and compile data regarding implementation of SIP goals to be shared with teachers. Areas of need as well as bright spots will be highlighted at faculty meetings and PLCs.
Administration will monitor participation in ELP and track student growth.
Individual student data will be tracked and shared with teachers on an ongoing basis.
(Person Responsible: Administration will support teachers in improving instruction)

Goal #3: Students scoring at level 3.5 will increase by 3% to 82%.

Barrier #1: Limited number of writing assignments across curriculum

Strategy #2: Development of common rubric to rate student writing.

Action Step #1: PLCs focused on lesson study to include writing across curriculum.

Facilitator leader

Participants
Administration and teachers

Target dates or schedule
PLCs

Evidence of Completion and Person Responsible for Monitoring
PLC minutes

(Person Responsible: Administration and teachers)

Barrier #2: Lack of a common rubric to rate student writing consistently

Strategy #1: Development of common rubric to rate student writing

Action Step #1: Development of a common rubric to be used across curriculum.

Facilitator leader

Participants
Administration and teachers

Target dates or schedule
PLCs

Evidence of Completion and Person Responsible for Monitoring
Rubric used across curriculum to rate student writing.
(Person Responsible: Administration and teachers)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
Goal #1	Increase percentage of students scoring proficient (level 3 and above) for all groups by 4%	$8,500
	Total	$8,500

Budget Summary by Resource Type and Funding Source

Resource Type	Personnel	Total
District Allocation	$8,500	$8,500
Total	$8,500	$8,500

Budget Detail

Goal #1: Increase percentage of students scoring proficient (level 3 and above) for all groups by 4%

Barrier #1: Lack of knowledge of Common Core Standards

Strategy #1: Teachers will create rigorous and engaging lessons using complex texts

Action Step #1: Collaborate and work together to track data and monitor effectiveness of instruction Engage in Lesson Study

Resource Type	Personnel
Resource	Provide incentives for teachers engaging in development of lessons collaboratively through the lesson study process. Professional Development, stipends or sub coverage for teachers to collaboratively plan and observe each other.
Funding Source	District Allocation
Amount Needed	$8,500