



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Mayport Middle School
2600 MAYPORT RD
Atlantic Beach, FL 32233
904-247-5977
<http://www.mayportmiddle.org>

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
45%

Alternative/ESE Center
No

Charter School
No

Minority Rate
42%

School Grades History

2013-14
C

2012-13
B

2011-12
B

2010-11
C

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Mayport Middle School

Principal

Katrina Mccray E

School Advisory Council chair

Chris May

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

Name	Title
Katrina McCray	Principal
Virginia Hays	Assistant Principal
Kristin Archon	Assistant Principal
Christi O'Quinn	Dean of Discipline
Heidi Williams	Reading Coach
Monica Deuse	Math Coach
Michael Rady	School Counselor
Chris Koek	Curriculum Integration Specialist
Marisa O'Brien	ELA Lead
Diane Paruolo	Electives/PE Lead
Tess Polhemus	Test Coordinator
J. Lynn Conover	Social Studies Lead
Jill Sullivan	CTE/Science Lead

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

School Advisory Council (SAC)

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

Membership of the SAC

- The principal shall assure that the membership shall be representative of the ethnic, racial and economic community served by the school.

- This council shall include parents, teachers, education support employees, community members, jMayport Naval Station Liaison and the principal.
 - Student member shall be selected by the student council.
 - The officers of the School Advisory Council shall be a chairperson, vice-chair, and secretary. All officers must be members of the SAC
 - .- For purposes of SAC membership, parents shall be defined as anyone who has a student currently enrolled at the school and not a staff or faculty member of that school.
 - The principal shall be the only member of that school's administration who is a member of the SAC.
 - Peer election shall be used to select parent, education support staff, student, and teacher members of the SAC.
 - Such elections shall be held at the beginning of each school year (after the first day of school) such that the membership list is ready to submit to appropriate district staff no later than October 1.
 - Community members shall be appointed by the principal.
- Term of office for newly elected members shall be for a period of one year.
- The officers of the School Advisory Council shall be a chairperson, vice-chair, and secretary. All officers must be members of the SAC.
 - These officers shall be elected, by written ballot, at the first meeting of SAC at the beginning of the school year provided notice of election has been served.

Involvement of the SAC in the development of the SIP

- a) assist in the preparation and evaluation of the School Improvement Plan
- b) assist in the preparation of the school's annual budget
- c) The SAC shall perform functions prescribed by regulations of the district school board
- d) Review and update the School Improvement Plan when needed as determined by established goals

Activities of the SAC for the upcoming school year

- Assist principal with developing policies and procedures for meeting District Strategic Goals

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

- Provide funding for Saturday - allocation \$2,000
-

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kristin Archon		
Asst Principal	Years as Administrator: 7	Years at Current School: 7
Credentials	Bachelor of Arts in Elementary Education, Hiram College, 1999 Masters of Education in Educational Administration, Penn State, 2004	
Performance Record	Student Growth (100 pts) Reading Math Average 45.6 57.6 51.6 Promotion Rate (20 pts) 2011 Actual 2012 Target 2012 Actual Status 97 97 99 Exc SESIR Conduct Rate (20 pts) 2011 Actual 2012 Target 2012 Actual Status 9.3 8.4 5.3 Exc	

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Heidi Williams

Full-time / District-based	Years as Coach: 1	Years at Current School: 1
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Areas Reading/Literacy, RtI/MTSS

Credentials Bachelor of Science - Family and Consumer Sciences
Master of Science - Education Administration

Performance Record Highly Effective

Monica Deuse		
Full-time / School-based	Years as Coach: 1	Years at Current School: 6
Areas	Mathematics, RtI/MTSS	
Credentials	Master of Education - Elementary Education	
Performance Record	Student Growth (100 pts) Reading Math Average 45.6 57.6 51.6 Promotion Rate (20 pts) 2011 Actual 2012 Target 2012 Actual Status 97 97 99 Exc SESIR Conduct Rate (20 pts) 2011 Actual 2012 Target 2012 Actual Status 9.3 8.4 5.3 Exc	

Classroom Teachers

# of classroom teachers	44
# receiving effective rating or higher	39, 89%
# Highly Qualified Teachers	77%
# certified in-field	2, 5%
# ESOL endorsed	11, 25%
# reading endorsed	2, 5%
# with advanced degrees	6, 14%
# National Board Certified	2, 5%
# first-year teachers	3, 7%
# with 1-5 years of experience	10, 23%
# with 6-14 years of experience	15, 34%
# with 15 or more years of experience	16, 36%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

1, 50%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The strategies for teacher recruitment and retention:

- 1) professional development facilitator will meet regularly with new teachers to provide certification, policy procedure, and curricular guidance.
- 2) instructional coaches facilitate weekly common planning PLC's to provide all teacher with assistance in implementing instructional best practices.

Teacher Mentoring Program/Plan

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

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

MINT Program- New teachers are paired with CET trained mentor teachers to help them during the time they need to be in MINT (1-3 years). We meet as a group on the 4th Thursday of each month, but mentors and teachers meet regularly to discuss the topics/questions the new teachers may have. Mentors log their time to get inservice points. Mentors are assigned to a new teacher by subject areas with principal approval.

Student Mentoring- Teachers are encouraged to pick a student or two to mentor during the year. Activities could be to have lunch together, students can come to room to assist teacher before or after school, end of the year luncheon, etc. Teachers can log thier time to get inservice points.

Interns- 4 teachers will have a pre-intern from UNF. The intern will need to log 50 hours of time in the classrooms in a 10 week period. Interns will have a list of requirements that the teachers will help them to complete..

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

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

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

The Response to Intervention program will be coordinated and integrated by an Rtl school-based coordinator. The Rtl coordinator will be charged with developing a team of school-based leaders who will identify what interventions will be placed in the appropriate location of Rtl Pyramid. The Rtl team will utilize assessment data to identify student's needs and prescribe the tiered interventions. The Rtl coordinator will meet regularly with subject/grade area departments/teams. They will insure the interventions are being documented and to provide needed assistance to teachers for non-responsive students.

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

Katrina McCray- Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Virginia Hays - Assistant Principal and RTI Lead: Grade retention, curriculum, and standards-based administrator. Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Kristin Archon – Assistant Principal: Safe and Civil Schools and Attendance administrator. Monitors and provides interventions based on attendance and behavior referrals data.

Adrienne Wakefield: - Guidance Counselor: Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Anne Kilby – ESE Lead Teacher Monitors, develops, and interprets fidelity of Individual Education Plans. Participates in collection, interpretation, and analysis

of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for ENCORE IEP program.

Tess Polhemus – Rtl Assessment Facilitator: Develop and implement assessment protocols for standardized, and curriculum guide assessments. Analyze assessment outcomes and collaborate with Rtl Administrator to develop and implement interventions. Provides professional development to faculty on the utilization of internet-based Progress Monitoring Assessments. Collaborates with Rtl administrator to develop and implement the PLC Progress Monitoring Plan.

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

The team will assist in the development of the current school improvement plan by evaluating best practices from the previous year's Rtl successes with students and replicating those strategies with teacher/student/parent intervention plans. The Rtl Leadership Team will regularly meet with the School Advisory Council (SAC) and principal to develop and modify the SIP. The team will monitor the current SIP to track progress on meeting the goals of the plan. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

- Florida Comprehensive Assessment Test (FCAT)
 - o Schedule students into cohorts targeting areas of academic strengths and weaknesses
- Pearson/Inform Database will be the primary data source used monitor student progress.
- o Instructors/Teams will identify targeted students during Quarterly Status Report meeting
- o Develop Tier 2 and Tier 3 Interventions for targeted students
- Math, Science, Writing, and Reading Benchmark assessment results
 - o Students graph progress and set achievement goals
 - o Analyze standards for strong and weak student performance.
 - o Develop targeted instruction and formative assessments for growth monitoring
- Daily Shark Shout/Discipline Deal Out discipline data report.
- District Curriculum Guide Assessments.
 - o Students graph progress and set achievement goals
 - o Provide parents/guardians with results and learning goals
- Frequency of Data Days: mid and end quarterly data analysis review of teacher-made formatives and Exit Slips.

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

- The Multi-Tiered System of Support Training will occur at Differentiated Faculty Meetings. Training will be conducted by members of the Rtl Team.
- Two PD sessions entitled “Rtl: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/Rtl” and “Rtl: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions” will take place in mid-August and in October. The Rtl team will also evaluate additional staff P.D. needs during the weekly Rtl Leadership Team meetings.
- The Professional Learning Communities Progress Monitoring Plan timeline will be developed and implement as a source to guide

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: 45

Sunrise Sharks: This program meets daily from 7 am - 9 am, Monday-Friday, daily progress monitoring of grades using Grade Portal, completion of incomplete work, remediation of core academic skills, and social enrichment component as incentive for all academic work completion.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data is regularly collected and analyzed through Pearson to review academic gains from CGA assessments and other district and state assessments.

Who is responsible for monitoring implementation of this strategy?

Teachers meet twice quarterly with administration, ESE lead, and guidance counselor in order to discuss academic needs of students.

Strategy: Before or After School Program

Minutes added to school year: 25

Aquaculture Club: The purposes of this program is to provide students with experience in aquarium design, tank maintenance, water quality management, feeding practices, aquatic life support, and leadership.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Informal observations, sustainability of the aquariums, and comfort in public speaking provides data that demonstrates success in the Aquaculture Club.

Who is responsible for monitoring implementation of this strategy?

Ms. Sullivan, Aquaculture Club Sponsor, monitors success of this program.

Strategy: Before or After School Program**Minutes added to school year:** 150

Team Up: Students engage in one hour of academic support after school with a certificated MCSMS teacher followed by an hour of social enrichment club with a club sponsor or recreational staff.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data is regularly collected and analyzed through Pearson to review academic gains from CGA assessments and other district and state assessments.

Who is responsible for monitoring implementation of this strategy?

Teachers meet twice quarterly with administration, ESE lead, and guidance counselor in order to discuss academic needs of students.

Strategy: Summer Program**Minutes added to school year:** 200

Shark Bites Transitional Program runs for 5 days, Monday-Thursday 8:30-4:30, Friday 8:30-12:30. This program helps to transition incoming sixth grade students and parents/guardians into the middle school academic, social/emotional, behavioral, and support expectations. Students engage in a rotating morning program consisting of organizational/time management, mathematics, technology, and conflict resolution classes. In the afternoon portion of the program, students establish lab protocols and hands-on coastal science themed activities to give them an insight into the field coursework they will embark on during their middle school educational exploration. It is followed up by Highly Effective 6th Graders program in the fall to ensure that students have a safety net throughout the year that addresses individualized and small group needs.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Data is collected through academic progress monitoring in OnCourse and behavioral and attendance monitoring in Genesis. Disciplinary referrals are monitored also and tier of interventions through Guidance Dept. Foundations team and program instructors collect and analyze data monthly, quarterly, and annually.

Who is responsible for monitoring implementation of this strategy?

Kristin Archon, Asst. Principal

Literacy Leadership Team (LLT)

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

Name	Title
Virginia Hays	Assistant Principal Curriculum
Heidi Williams	School Based Academic Coach
John Meeks	Social Studies Teacher

How the school-based LLT functions

The LLT will meet Quarterly. Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. Literacy team will develop a literacy strategies focus calendar, common assessments, prioritized curriculum, and district learning schedule based on students assessed literacy needs. Literacy Leadership Teams, professional learning communities, department teams, Rtl collaborative teams, will utilize the Pearson/Inform Database to monitoring student progress. 25 Book reading campaign will be monitored and quarterly incentives will be provided for students meeting goals.

Major initiatives of the LLT

- Increase literacy across content areas by building a literacy culture through collegiality and collaboration.
- AVID Elective and 7th/8th Grade core classes
- Full-time Coastal Science Elective 8th Grade Teacher
- Implementation will be monitored through OnCourse Lesson Plans and individual student portfolios.
- Pearson Inform database will be used as the implementation tool for each student’s Progress Monitoring Plan. Data sources will be:
 - o Reading and writing Benchmarks
 - o Pearson/Insight assessments

Every Teacher Contributes to Reading Instruction

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

- Highly effective teachers in every content area that model and provide explicit instruction to improve comprehension, and strategic and accelerated intervention.
- Teachers will institute weekly content area PLC meetings co-facilitated by district, coach, and school based administrators focusing on school-wide instructional strategies.
- Administrators will conduct weekly observations of classes and debrief with teachers regarding specific areas of improvement or success.
- Lesson design and delivery methods based on data driven analysis incorporating data chats with students.
- Teachers will incorporate authentic literacy through purposeful reading, writing, and discourse by modeling think aloud/write aloud weekly in all content area to make critical thinking processes visible and replicable.

College and Career Readiness

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

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

As a coastal science magnet, we offer CTE classes in agriculture and information and communication technology (ICT) as an introduction to industry certification course of study. In depth field studies in the community illuminate occupations which utilize information taught in these classes.

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

The use of the online program Choices allows students to identify how their interests and values align with others who are in various occupations and directs which classes will be most helpful to prepare for selected career pathways. School counselors conduct career planning activities with all students in the school in the classrooms

Strategies for improving student readiness for the public postsecondary level

Four high school credit classes are offered to enable students to take more rigorous courses, i.e. AP, dual-enrollment, IB or AICE, while in high school. Pre-AP strategies such as Cornell Notes are implemented throughout the school. Based on the most recent High School Feedback Report from the school the majority of our students attend, Duncan U. Fletcher, about one-third of the graduates qualify for the Medallion level of Bright Futures scholarship. We will educate our students on the value and how to qualify for this award.

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	60%	59%	No	64%
American Indian				
Asian	64%	61%	No	68%
Black/African American	38%	32%	No	45%
Hispanic	63%	59%	No	66%
White	68%	65%	No	72%
English language learners				
Students with disabilities	32%	25%	No	39%
Economically disadvantaged	48%	42%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	228	27%	30%
Students scoring at or above Achievement Level 4	267	32%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	519	63%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	117	57%	60%

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)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%

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	156	57%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	59%	Yes	56%
American Indian				
Asian	64%	81%	Yes	68%
Black/African American	33%	33%	Yes	40%
Hispanic	61%	56%	No	65%
White	57%	66%	Yes	61%
English language learners				
Students with disabilities	31%	42%	Yes	38%
Economically disadvantaged	40%	35%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	197	24%	30%
Students scoring at or above Achievement Level 4	140	17%	26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	527	64%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	130	63%	69%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	226	49%	51%
Middle school performance on high school EOC and industry certifications	180	41%	45%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	62%	68%
Students scoring at or above Achievement Level 4	13	8%	10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	33%	36%
Students scoring at or above Achievement Level 4	26	37%	41%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53	26%	29%
Students scoring at or above Achievement Level 4	35	17%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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)	14		20
Participation in STEM-related experiences provided for students	241	29%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	293	35%	80%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	126	15%	20%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		96%	98%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	2	67%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	12	1%	1%
Students who fail a mathematics course	21	2%	1%
Students who fail an English Language Arts course	11	1%	0%
Students who fail two or more courses in any subject	25	3%	2%
Students who receive two or more behavior referrals	106	13%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	13	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

MCSMS desires for all parents to be, on a minimum weekly basis,, involved in progress monitoring their student's academic progress performance through utilization of Grade Portal. We encourage parents to have students open and discuss Gaggie platforms in the home learning setting to communicate current standards being covered in instructional settings on and off campus. Parents are also encouraged to be engaged with their students on academic field studies, social enrichment events of the school and any other engagement activities sponsored through PTA, SAC, and school sponsored clubs (i.e. Challenge Day, FFA, Red Ribbon Week, etc.)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Utilization of progress monitoring and academic performance technology programs in the home learning environment.	400	50%	75%
Physical presence, participation, and consistent involvement in the social enrichment activities of the campus.	50	6.2%	15%

Area 10: Additional Targets

Additional targets for the school

Increase our Civics EOC pass rate
 Safety Target will be to schedule and implement a monthly Code Red/Yellow and Fire drills.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Civics EOC	250	92%	95%
All students and faculty will participate in monthly Fire Drills	8	80%	100%
All students and faculty will participate in monthly Code yellow/red	1	10%	100%

Goals Summary

- G1.** Provide school-wide instructional strategies that promote deep reading and thinking about content area texts.
- G2.** 100% of 8th grade students will complete their high school plan.
- G3.** Increase Level 3 and above on FCAT 2.0 Reading through promoting school-wide professional development on instructional best practices.
- G4.** Increase the number of STEM related experiences provided for students from 14 to 20.
- G5.** Students will score at or above a level 4 on state End of Course Exam for Algebra 1.
- G6.** 95% of students will achieve Level 2 or above on the 2014 Florida Geometry End-of-Course Assessment.
- G7.** Target school-wide instructional strategies that promote deep reading and thinking about content area text, including, but not limited to, school-wide writing plan, modeling read aloud/ think aloud, questioning, close reading, accountable talk/student read
- G8.** Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school.
- G9.** Students will achieve Level 3 or above on the 2014 Florida Comprehensive Assessment Test (FCAT) Math.
- G10.** Increase the Achievement Levels 4 and 5 in mathematics on FCAT 2.0.
- G11.** Increase the percentage of students who will make learning gains in Math on the 2014 Florida Comprehensive Assessment Test (FCAT).
- G12.** Students in the Lowest 25% will make learning gains in Math on the 2014 Florida Comprehensive Assessment Test (FCAT).
- G13.** Students will score a level 3 or higher on the state End of Course Exam for Algebra 1.

Goals Detail

G1. Provide school-wide instructional strategies that promote deep reading and thinking about content area texts.

Targets Supported

- Reading (FCAT2.0, Learning Gains)
- Science
- Science - Middle School

Resources Available to Support the Goal

- Fusion online and hardcopy textbook. Use of Student Interactive Journals to focus on higher order process skills and writing. Use Gizmos for online enrichment activities.
- Reading coach will provide professional development on reading and writing strategies.

Targeted Barriers to Achieving the Goal

- Student access to online resources.
- Allocation of professional development planning time.

Plan to Monitor Progress Toward the Goal

Level 3 and 4 student gains.

Person or Persons Responsible

Principal

Target Dates or Schedule:

Spring of 2014

Evidence of Completion:

FCAT 2.0 results

G2. 100% of 8th grade students will complete their high school plan.

Targets Supported

- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Online Choices program. District 4-year plan template.

Targeted Barriers to Achieving the Goal

- Student attendance

Plan to Monitor Progress Toward the Goal

Set a two week time limit

Person or Persons Responsible

Social Studies teachers and School Counselor

Target Dates or Schedule:

Prior to second semester

Evidence of Completion:

School Progress Monitoring Calendar

G3. Increase Level 3 and above on FCAT 2.0 Reading through promoting school-wide professional development on instructional best practices.

Targets Supported

- Civics EOC
- Science - Middle School

Resources Available to Support the Goal

- Better Learning through Structured Teaching- A Framework for the Gradual Release of Responsibility by Fisher and Frey • Common Core State Standards/ NGSSS • School based magnet curriculum standards • Assessments for data collection (Curriculum Guide Assessments, IOWA Reading Assessment, FCAT 2.0) • Interactive Notebooks • Pearson Progress Monitoring Plan/AIP • Book log/summary sheet

Targeted Barriers to Achieving the Goal

- Professional Development on specific Reading Strategies for Content Area teachers • Inconsistency throughout content areas in fidelity of gradual release •

Plan to Monitor Progress Toward the Goal

Increase performance IOWA in Informational Text category

Person or Persons Responsible

Reading and Science Coaches, Science Lead teacher, and principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

IOWA progress report

G4. Increase the number of STEM related experiences provided for students from 14 to 20.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Partnerships with UNF, MATE, Maritime License Company. Field study consultants provide on-sight professional development and student training. Aquaculture and MATE ROV Curriculum Textbooks.

Targeted Barriers to Achieving the Goal

- Funding. Current MSAP and DoDEA grants are ending.

Plan to Monitor Progress Toward the Goal

Student's will participate in Science Fair, Coastal Sciences Field Studies, FFA Conference and Exhibitions, ROV Submersible Field Studies, prepare for next year Robotics Competition.

Person or Persons Responsible

Curriculum Integration Specialist

Target Dates or Schedule:

Quarterly

Evidence of Completion:

TDE and Field Study requests.

G5. Students will score at or above a level 4 on state End of Course Exam for Algebra 1.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Better learning Through Structured Teaching - A Framework for the Gradual Release of Responsibility by Fisher and Frey ~ Common Core standards/NGSSS ~ School based magnet curriculum standards ~ Assessments for data collection (Curriculum Guide Assessments, I-Ready, FCAT 2.0) ~ Interactive journals ~ Pearson Progress Monitoring Plan/AIP ~ Technology for taking assessments

Targeted Barriers to Achieving the Goal

- Professional Development for instructional fidelity ~ Performing CGAs within the expected Curriculum Guide timeline.

Plan to Monitor Progress Toward the Goal

Data analysis/Lesson Plans/Observations

Person or Persons Responsible

Math Teachers/Math Coach - M. Deuse/Admin Math Instructional Leader/Students

Target Dates or Schedule:

As data/lesson plans are published and observations are completed

Evidence of Completion:

Admin/Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student:
Tracking My Own Progress

G6. 95% of students will achieve Level 2 or above on the 2014 Florida Geometry End-of-Course Assessment.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Better learning Through Structured Teaching - A Framework for the Gradual Release of Responsibility by Fisher and Frey ~ Common Core standards/NGSSS ~ School based magnet curriculum standards ~ Assessments for data collection (Curriculum Guide Assessments, I-Ready, FCAT 2.0) ~ Interactive journals ~ Pearson Progress Monitoring Plan/AIP ~ Technology for taking assessments

Targeted Barriers to Achieving the Goal

- Professional Development for instructional fidelity ~ Performing CGAs within the expected Curriculum Guide timeline.

Plan to Monitor Progress Toward the Goal

Data analysis/Lesson Plans/Observations

Person or Persons Responsible

Math Teachers/Math Coach - M. Deuse/Admin Math Instructional Leader/Students

Target Dates or Schedule:

As data/lesson plans are published and observations are completed

Evidence of Completion:

Admin/Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student:
Tracking My Own Progress

G7. Target school-wide instructional strategies that promote deep reading and thinking about content area text, including, but not limited to, school-wide writing plan, modeling read aloud/think aloud, questioning, close reading, accountable talk/student read

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Better Learning through Structured Teaching- A Framework for the Gradual Release of Responsibility by Fisher and Frey • Common Core State Standards/ NGSSS • School based magnet curriculum standards • Assessments for data collection (Curriculum Guide Assessments, IOWA Reading Assessment, Writing, DAR, FCAT 2.0) • Interactive Notebooks •

Pearson Progress Monitoring Plan/AIP • Book log/summary sheet • Technology for taking assessments

Targeted Barriers to Achieving the Goal

- • Lack of previous professional development regarding implementation of Interactive Notebooks
- Timeliness of receiving data in order to inform instruction prior to the next assessment window
- Enthusiasm of students to complete 25 Book Standard in order to receive incentives during the school year • Inconsistency throughout content areas in fidelity of gradual release • All teachers have not received CAR-PD nor are reading endorsed. • Scheduling assessments around available technology and timelines

Plan to Monitor Progress Toward the Goal

Data/ Rtl- planning for varied learners

Person or Persons Responsible

Teachers/Administrators/Coach/Students

Target Dates or Schedule:

Weekly

Evidence of Completion:

Common Assessments; Curriculum based assessments; Data Analysis

G8. Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Personnel- School Based Reading Coach Weekly Professional Development with all teachers
Curriculum Guides for all content areas

Targeted Barriers to Achieving the Goal

- Consistent attendance at professional development sessions Lack of CARPD and reading endorsement certifications Implementation of newly learned instructional strategies in the classroom

Plan to Monitor Progress Toward the Goal

Data Analysis/ Lesson Plans/Observations

Person or Persons Responsible

Teachers/Administrators

Target Dates or Schedule:

As data and lesson plans are published/ observations are completed

Evidence of Completion:

Review of data, lesson plans, and debriefs for observations

G9. Students will achieve Level 3 or above on the 2014 Florida Comprehensive Assessment Test (FCAT) Math.

Targets Supported

Resources Available to Support the Goal

- Better Learning Through Structured Teaching - A Framework for the Gradual Release of Responsibility by Fisher and Frey~ Common Core Standards/NGSSS~ School based magnet curriculum standards~ Assessments for data collection (Curriculum Guide Assessments, I-Ready, FCAT 2.0) ~ Interactive Journals ~ Pearson Progress Monitoring Plan/AIP ~ Technology for taking assessments

Targeted Barriers to Achieving the Goal

- Performing CGAs within the expected curriculum guide schedule. ~ Establishing consistent conferencing time with students and teachers for analyzing data.

Plan to Monitor Progress Toward the Goal

Analyze data reports from Pearson

Person or Persons Responsible

Math Teachers/Math Coach - M. Deuse/Admin Math Instructional Leader/Students

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Admin/Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student: Tracking My Own Progress

G10. Increase the Achievement Levels 4 and 5 in mathematics on FCAT 2.0.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Better learning Through Structured Teaching - A Framework for the Gradual Release of Responsibility by Fisher and Frey ~ Common Core standards/NGSSS ~ School based magnet curriculum standards ~ Assessments for data collection (Curriculum Guide Assessments, I-Ready, FCAT 2.0) ~ Interactive journals ~ Pearson Progress Monitoring Plan/AIP ~ Technology for taking assessments

Targeted Barriers to Achieving the Goal

- Professional Development for instructional fidelity ~ Meeting class-size amendment mandate ~ Performing CGAs within the expected Curriculum Guide timeline.

Plan to Monitor Progress Toward the Goal

Data analysis/Lesson plans/Observations

Person or Persons Responsible

Math Teachers/Math Coach - M. Deuse/Admin Math Instructional Leader/Students

Target Dates or Schedule:

As data/lesson plans are published and observations are completed

Evidence of Completion:

Admin/Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student: Tracking My Own Progress

G11. Increase the percentage of students who will make learning gains in Math on the 2014 Florida Comprehensive Assessment Test (FCAT).

Targets Supported

Resources Available to Support the Goal

- Better learning Through Structured Teaching - A Framework for the Gradual Release of Responsibility by Fisher and Frey ~ Common Core standards/NGSSS ~ School based magnet curriculum standards ~ Assessments for data collection (Curriculum Guide Assessments, I-Ready, FCAT 2.0) ~ Interactive journals ~ Pearson Progress Monitoring Plan/AIP ~ Technology for taking assessments~ Carnegie Learning curriculum

Targeted Barriers to Achieving the Goal

- Consistent monitoring by teachers and parents to verify bubble students are making gains ~ Availability of infrastructure (Wi-Fi) for computers ~ Teacher may not have completed Student Data Dives.
- Implementation of Carnegie Learning with fidelity.

Plan to Monitor Progress Toward the Goal

Data analysis

Person or Persons Responsible

Math Teachers/Math Coach - M. Deuse/Administrators/Students

Target Dates or Schedule:

Quarterly

Evidence of Completion:

CGAs, Tutoring Log, Parent Link confirmation report and parent feedback

G12. Students in the Lowest 25% will make learning gains in Math on the 2014 Florida Comprehensive Assessment Test (FCAT).

Targets Supported

Resources Available to Support the Goal

- Better learning Through Structured Teaching - A Framework for the Gradual Release of Responsibility by Fisher and Frey ~ Common Core standards/NGSSS ~ School based magnet curriculum standards ~ Assessments for data collection (Curriculum Guide Assessments, I-Ready, FCAT 2.0) ~ Interactive journals ~ Pearson Progress Monitoring Plan/AIP ~ Technology for taking assessments

Targeted Barriers to Achieving the Goal

- Provide an Enrichment Math course to address the deficiencies of Level 2 students; Implement Carnegie Learning curriculum with fidelity.

Plan to Monitor Progress Toward the Goal

Review and analyze CGA and Carnegie Learning data

Person or Persons Responsible

Math Teachers/Math Coach - M. Deuse/Administrators/Students

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Review of data, lesson plans

G13. Students will score a level 3 or higher on the state End of Course Exam for Algebra 1.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Better learning Through Structured Teaching - A Framework for the Gradual Release of Responsibility by Fisher and Frey ~ Common Core standards/NGSSS ~ School based magnet curriculum standards ~ Assessments for data collection (Curriculum Guide Assessments, I-Ready, FCAT 2.0) ~ Interactive journals ~ Pearson Progress Monitoring Plan/AIP ~ Technology for taking assessments

Targeted Barriers to Achieving the Goal

- Performing CGAs within the expected Curriculum Guide timeline. ~ Establishing consistent conferencing time with students and teachers for analyzing data

Plan to Monitor Progress Toward the Goal

Analyze data reports from Pearson

Person or Persons Responsible

Math Teachers/Math Coach - M. Deuse/Admin Math Instructional Leader/Students

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Admin/Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student: Tracking My Own Progress

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Provide school-wide instructional strategies that promote deep reading and thinking about content area texts.

G1.B1 Student access to online resources.

G1.B1.S1 Computer lab will be available for before and after school access. The Computer Applications teacher will have scheduled hours to provide technical support.

Action Step 1

Develop a plan for providing extended coverage for student supervision in the computer lab and the media center.

Person or Persons Responsible

Assistant principal

Target Dates or Schedule

Each quarter

Evidence of Completion

Quarterly duty roster

Action Step 2

Collaborate with Team Up director to employ Computer Applications teacher as an after-school instructor.

Person or Persons Responsible

Principal and TeamUp Director

Target Dates or Schedule

Each semester.

Evidence of Completion

TeamUp sign-in log. TeamUp and principal meeting minutes.

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

Monitor lab usage.

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Tutoring and TeamUp sign-in logs.

Plan to Monitor Effectiveness of G1.B1.S1

Progress monitor student growth on CGA's

Person or Persons Responsible

Science teachers.

Target Dates or Schedule

After each administration of science CGA.

Evidence of Completion

CGA assessment results.

G1.B2 Allocation of professional development planning time.

G1.B2.S1 Schedule professional development time.

Action Step 1

Collaborate with Reading Coach, District Science Coach, and the Science lead to develop planning calendar.

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Agenda and Coaches log.

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

Professional development attendance.

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Professional development minutes.

Plan to Monitor Effectiveness of G1.B2.S1

The implementation of the instructional strategies.

Person or Persons Responsible

Principal, District Science coach, and Reading coach.

Target Dates or Schedule

Quarterly

Evidence of Completion

CAST observation instrument and Coaches logs.

G1.B2.S2 Implement coaching cycle.

Action Step 1

Observe~ debrief~ co-plan ~ Co-teach ~ model specific reading and writing strategies that will focus on science informational text.

Person or Persons Responsible

Reading coach.

Target Dates or Schedule

Each semester.

Evidence of Completion

Coaches log and Teacher lesson plans.

Facilitator:

District Science and School Reading Coach.

Participants:

Science teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Implementation of reading and writing strategies

Person or Persons Responsible

Principal, District coach, and Reading Coach.

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher lesson plans and student journals

Plan to Monitor Effectiveness of G1.B2.S2

Analysis of student progress through assessments.

Person or Persons Responsible

Principal, teachers, and coaches.

Target Dates or Schedule

Quarterly

Evidence of Completion

CGA results and student artifacts.

G2. 100% of 8th grade students will complete their high school plan.

G2.B1 Student attendance

G2.B1.S1 Attendance will be monitored by teachers and reported to School Counselor

Action Step 1

Daily attendance will be monitored during Choice input days.

Person or Persons Responsible

Teacher and School Counselor

Target Dates or Schedule

Second Semester

Evidence of Completion

OnCourse Attendance report

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

Plans are completed

Person or Persons Responsible

School Counselor

Target Dates or Schedule

Upon complete of Choice conferences

Evidence of Completion

Copies of High School plan

Plan to Monitor Effectiveness of G2.B1.S1

Each student completes their plan for each year of high school

Person or Persons Responsible

School Counselor

Target Dates or Schedule

At the end of each student Choice session.

Evidence of Completion

Student plan

G3. Increase Level 3 and above on FCAT 2.0 Reading through promoting school-wide professional development on instructional best practices.

G3.B1 Professional Development on specific Reading Strategies for Content Area teachers • Inconsistency throughout content areas in fidelity of gradual release •

G3.B1.S1 Reading Coach will collaborate with District Content Area coaches to provide professional development for the implementation of specific reading strategies that are aligned to their subject areas.

Action Step 1

Identify Reading strategies that correlate with the Science and Civics curriculum in regards to Informational Text.

Person or Persons Responsible

Reading Coach and Content Area teachers

Target Dates or Schedule

First quarter PLC's

Evidence of Completion

PLC's agenda's and minutes.

Facilitator:

Reading Coach

Participants:

Science and Social Studies teachers.

Action Step 2

TDE for integrating reading strategies into content area lessons.

Person or Persons Responsible

Instructional Coaches and content area teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Agenda

Facilitator:

District and School Reading and Science coaches

Participants:

Science and Civics teachers

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

Lesson plans and instruction will be monitored for fidelity

Person or Persons Responsible

District and school coaches, principal, and assistant principals

Target Dates or Schedule

Lesson plans will be monitored weekly. Classroom observations will be ongoing.

Evidence of Completion

Lesson plans and observation notes

Plan to Monitor Effectiveness of G3.B1.S1

Increased score on IOWA in the Informational Text category.

Person or Persons Responsible

Reading and District coaches and principal

Target Dates or Schedule

Quarterly

Evidence of Completion

IOWA and CGA progress reports

G3.B1.S2 Teachers will participate in Gradual Release book study.

Action Step 1

Provide professional development on the components of Gradual Release.

Person or Persons Responsible

All faculty members.

Target Dates or Schedule

Early Release

Evidence of Completion

Agenda

Facilitator:

Reading and Math Coaches

Participants:

All certificated and non-certificated instructors.

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

Teachers will plan lessons and implement the Gradual Release Model.

Person or Persons Responsible

Principal and coaches.

Target Dates or Schedule

Weekly

Evidence of Completion

OnCourse lesson plans and coaches classroom observations.

Plan to Monitor Effectiveness of G3.B1.S2

Lesson delivery using the Gradual Release Model.

Person or Persons Responsible

Principal and coaches.

Target Dates or Schedule

Quarterly

Evidence of Completion

CAST observation instrument and Coaches logs.

G4. Increase the number of STEM related experiences provided for students from 14 to 20.

G4.B1 Funding. Current MSAP and DoDEA grants are ending.

G4.B1.S1 Funding for student transportation and equipment will be supplemented through district magnet funds.

Action Step 1

Student transportation and resources

Person or Persons Responsible

Principal

Target Dates or Schedule

Per activity

Evidence of Completion

Purchase Orders and invoices

Action Step 2

Workshop on the Design and development of ROV submersibles

Person or Persons Responsible

Principal

Target Dates or Schedule

Spring 2014

Evidence of Completion

Certificate of completion

Facilitator:

Robotics Outreach Engineer

Participants:

Production Technology Teacher

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

Fund STEM experiences from district magnet allocation

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

TDE request forms and invoices

Plan to Monitor Effectiveness of G4.B1.S1

90% of students enrolled in STEM courses participate in the related experience.

Person or Persons Responsible

Curriculum Integration Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Activity Request List.

G4.B1.S2 Increase business partnership in-kind and monetary support.

Action Step 1

Invite potential partners to visit school and share the Coastal Science program and goals.

Person or Persons Responsible

Local universities, community members, and businesses.

Target Dates or Schedule

Second quarter

Evidence of Completion

Agenda and attendance log

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

Increase of in-kind and financial support

Person or Persons Responsible

Curriculum Integration Specialist and principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Partnership Agreements

Plan to Monitor Effectiveness of G4.B1.S2

Increase in availability of STEM resources

Person or Persons Responsible

Curriculum Integration Specialist and Coastal Sciences Lead Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

TDE and Field Study participation logs and Lesson plans

G5. Students will score at or above a level 4 on state End of Course Exam for Algebra 1.

G5.B1 Professional Development for instructional fidelity ~ Performing CGAs within the expected Curriculum Guide timeline.

G5.B1.S1 Use of Cornell Notes in order to analyze math concepts and processes ~ Apply AVID organizational strategies ~ Raise the expectations of student achievement through rigorous coursework ~ Use CGAs to help drive instruction

Action Step 1

Utilize structured notetaking skills and interactive journals, integrate instructional strategies, analyze CGA results to determine instructional focus and/or spiral review.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily in lessons

Evidence of Completion

Classroom observations, evidence of interactive journals, student work samples, teacher assessment, data analysis

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

Classroom observations, discussions during professional development sessions, evidence in lesson plans

Person or Persons Responsible

Math Coach - M. Deuse/Admin Math Instructional Leader

Target Dates or Schedule

Weekly

Evidence of Completion

Student samples, weekly lesson plan virtual walk-through, rubrics for authentic assessment, student gains from assessments

Plan to Monitor Effectiveness of G5.B1.S1

Student data, focus walks/classroom observations, interactive journals

Person or Persons Responsible

Math Teachers/Math Coach - M. Deuse/Admin Math instructional Leader/Students

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Interactive Journal ~ Admin/Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student: Tracking My Own Progress

G6. 95% of students will achieve Level 2 or above on the 2014 Florida Geometry End-of-Course Assessment.

G6.B1 Professional Development for instructional fidelity ~ Performing CGAs within the expected Curriculum Guide timeline.

G6.B1.S1 Use of Cornell Notes in order to analyze math concepts and processes ~ Apply AVID organizational strategies ~ Raise the expectations of student achievement through rigorous coursework ~ Use CGAs to help drive instruction

Action Step 1

Utilize structured notetaking skills and interactive journals, integrate instructional strategies, analyze CGA results to determine instructional focus and/or spiral review.

Person or Persons Responsible

Geometry Teachers/Math Coach - M. Deuse/Admin Math Instructional Leader

Target Dates or Schedule

Daily in lessons

Evidence of Completion

Classroom observations, evidence of interactive journals, student work samples, teacher assessment, data analysis

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

Classroom observations, discussions during professional development sessions, evidence in lesson plans

Person or Persons Responsible

Math Coach - M. Deuse/Admin Math Instructional Leader

Target Dates or Schedule

Weekly

Evidence of Completion

Student samples, weekly lesson plan virtual walk-through, rubrics for authentic assessment, student gains from assessments

Plan to Monitor Effectiveness of G6.B1.S1

Student data, focus walks/classroom observations, interactive journals

Person or Persons Responsible

Math Teachers/Math Coach - M. Deuse/Admin Math Instructional Leader/Students

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Interactive Journal ~ Admin/Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student: Tracking My Own Progress

G7. Target school-wide instructional strategies that promote deep reading and thinking about content area text, including, but not limited to, school-wide writing plan, modeling read aloud/think aloud, questioning, close reading, accountable talk/student read

G7.B1 • Lack of previous professional development regarding implementation of Interactive Notebooks • Timeliness of receiving data in order to inform instruction prior to the next assessment window • Enthusiasm of students to complete 25 Book Standard in order to receive incentives during the school year • Inconsistency throughout content areas in fidelity of gradual release • All teachers have not received CAR-PD nor are reading endorsed. • Scheduling assessments around available technology and timelines

G7.B1.S1 Integrate literacy instructional strategies throughout all content areas to engage students in the learning process.

Action Step 1

Integrate instructional strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily in lessons

Evidence of Completion

Classroom observations, evidence of interactive notebooks, student work samples, teacher assessments, data analysis

Facilitator:

H. Williams

Participants:

Teachers

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

Classroom observations, discussions during professional development sessions,

Person or Persons Responsible

Administrators/ Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Student samples, lesson plans, rubrics for authentic assessments, student gains from assessments

Plan to Monitor Effectiveness of G7.B1.S1

Student data, focus walks/classroom observations, Interactive Notebooks

Person or Persons Responsible

Teachers/Coach/Administrators/Students

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Data Analysis from state, district, and school based assessments

G8. Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school.

G8.B1 Consistent attendance at professional development sessions Lack of CARPD and reading endorsement certifications Implementation of newly learned instructional strategies in the classroom

G8.B1.S1 Incentives for consistent attendance. Support of non-reading certified teachers in order to promote reading/writing instructional strategies throughout all curriculums.

Action Step 1

Professional Development- Gradual Release, Cross-Content Area Writing, Directed Notetaking, Reflective Analysis, Questioning Methods, Shared Inquiry Discussions around Text

Person or Persons Responsible

Heidi Williams All teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Implementation of professional development- classroom observations, sample products

Facilitator:

H. Williams

Participants:

Heidi Williams All teachers

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

Observe instructional strategies within classroom lessons, evidence in lesson plans

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly Observations

Evidence of Completion

Interactive Notebooks, implementation of strategies, usage of data to drive instruction

Plan to Monitor Effectiveness of G8.B1.S1

Data Analysis

Person or Persons Responsible

Administrators/Teachers/Coaches

Target Dates or Schedule

Upon receipt of data

Evidence of Completion

Improvement of data between baseline and current assessments/

G9. Students will achieve Level 3 or above on the 2014 Florida Comprehensive Assessment Test (FCAT) Math.

G9.B1 Performing CGAs within the expected curriculum guide schedule. ~ Establishing consistent conferencing time with students and teachers for analyzing data.

G9.B1.S1 Use the CGAs to help drive instruction. ~ Conduct schoolwide data chats. ~ Use data to differentiate instruction within the class for targeted students.

Action Step 1

Analyze CGA results to determine instructional focus and/or spiral review.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily in lessons

Evidence of Completion

Classroom observations, evidence of interactive journals, student work samples, teacher assessment, data analysis

Facilitator:

Math Coach - M. Deuse

Participants:

Math Teachers

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

Classroom observations, discussions during professional development sessions, evidence in lesson plans

Person or Persons Responsible

Math Coach - M. Deuse/Admin Math Instructional Leader

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly lesson Plan virtual walk-through, interventions documented in Pearson student AIP

Plan to Monitor Effectiveness of G9.B1.S1

Review and analyze CGA results

Person or Persons Responsible

Math Teachers/Math Coach - M. Deuse/Admin Math Instructional Leader/Students

Target Dates or Schedule

Quarterly

Evidence of Completion

Admin/Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student: Tracking My Own Progress

G10. Increase the Achievement Levels 4 and 5 in mathematics on FCAT 2.0.

G10.B1 Professional Development for instructional fidelity ~ Meeting class-size amendment mandate ~ Performing CGAs within the expected Curriculum Guide timeline.

G10.B1.S1 Use of Cornell Notes in order to analyze math concepts and processes ~ Apply AVID organizational strategies ~ Raise the expectations of student achievement through rigorous coursework ~ Use CGAs to help drive instruction

Action Step 1

Utilizing structured notetaking skills and interactive journals, integrate instructional strategies, analyze CGA results to determine instructional focus and/or spiral review

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily in lessons

Evidence of Completion

CAST Classroom observations, evidence of interactive journals, student work samples, teacher assessment, data analysis

Facilitator:

AVID Lead Teacher/Math Coach - M. Deuse

Participants:

Math Teachers

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

Classroom observations, discussions during professional development sessions, evidence in lesson plans

Person or Persons Responsible

Math Coach - M. Deuse/Admin Math Instructional Leader

Target Dates or Schedule

Weekly

Evidence of Completion

Student samples, weekly lesson plan virtual walk-through, rubrics for authentic assessments, student gains from assessments

Plan to Monitor Effectiveness of G10.B1.S1

Student data, focus walks/classroom observations, interactive journals

Person or Persons Responsible

Math Teachers/Math Coach - M. Deuse/Admin Math Instructional Leader/Students

Target Dates or Schedule

Quarterly

Evidence of Completion

Admin/Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student: Tracking My Own Progress

G10.B1.S2 Strategically assign computer carts for differentiated instruction.

Action Step 1

Provide student access to laptops through scheduling carts for each team.

Person or Persons Responsible

STC and Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

GIZMO and Reflex math Data Usage Reports

Plan to Monitor Fidelity of Implementation of G10.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G11. Increase the percentage of students who will make learning gains in Math on the 2014 Florida Comprehensive Assessment Test (FCAT).

G11.B1 Consistent monitoring by teachers and parents to verify bubble students are making gains ~ Availability of infrastructure (Wi-Fi) for computers ~ Teacher may not have completed Student Data Dives.

G11.B1.S1 Students will be scheduled for online assessments. Parents will be included in the process of monitoring student performance.

Action Step 1

Identify bubble target group based on FCAT, CGA; Provide tutors with a push-out and push-in schedule; Math teachers, APC and tutors will collaborate on developing instructional resources on focused standards; online assessments will be scheduled according to Curriculum Learning Guides; parents will be notified when assessment results are available.

Person or Persons Responsible

Math Teachers/Math Coach - M. Deuse/Assistant Principal Curriculum/Assistant Principal Community relations Liason

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of data, lesson plans

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

Analyze data, review assessment scheduling

Person or Persons Responsible

Math Coach - M. Deuse/Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Documentation in Pearson Student AIP

Plan to Monitor Effectiveness of G11.B1.S1

Review and analyze CGA results

Person or Persons Responsible

Math Teachers/Math Coach - M. Deuse/Administrators/Students

Target Dates or Schedule

Quarterly

Evidence of Completion

Admin/Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student:
Tracking My Own Progress

G11.B1.S2 Math tutoring during Team Up.

Action Step 1

Student progress data will be reviewed to determine tutoring need.

Person or Persons Responsible

Team Up Lead teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Team Up attendance log and data usage reports.

Plan to Monitor Fidelity of Implementation of G11.B1.S2

Team Up teachers will develop daily lessons with differentiated objectives.

Person or Persons Responsible

Team Up lead teacher and Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Team Up Lesson plans.

Plan to Monitor Effectiveness of G11.B1.S2

Create Team Up target group in Pearson Inform

Person or Persons Responsible

Team Up Lead and Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Pearson Inform Progress Monitoring report

Plan to Monitor Fidelity of Implementation of G11.B1.S3

Review Teacher lesson plans for evidence of data chats

Person or Persons Responsible

Principal and assistant principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Reflection guide, Student Tracking My Own Progress, and Quarterly Status Report

Plan to Monitor Effectiveness of G11.B1.S3

Evidence of student growth on CGA's and iReady.

Person or Persons Responsible

Teachers, Students, math coach, and administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Improved test scores

G11.B2 Implementation of Carnegie Learning with fidelity.

G11.B2.S1 District and school math coaches will assist teachers with the implementation of the Carnegie Learning curriculum.

Action Step 1

Coaches will model implementation of the curriculum through the coaching cycle.

Person or Persons Responsible

School math coach.

Target Dates or Schedule

Timeframe and frequency will be determined by the needs of individual teachers.

Evidence of Completion

Coaches log.

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

Informal CAST observation focusing of Domain 2 and 3.

Person or Persons Responsible

Principal and assistant principal

Target Dates or Schedule

Quarterly

Evidence of Completion

CAST observation.

Plan to Monitor Effectiveness of G11.B2.S1

Enrichment Math CGA data results

Person or Persons Responsible

Principal, teachers, and math coach.

Target Dates or Schedule

Upon the completion of each CGA

Evidence of Completion

Student gains on CGA.

Plan to Monitor Fidelity of Implementation of G11.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G11.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G12. Students in the Lowest 25% will make learning gains in Math on the 2014 Florida Comprehensive Assessment Test (FCAT).

G12.B1 Provide an Enrichment Math course to address the deficiencies of Level 2 students; Implement Carnegie Learning curriculum with fidelity.

G12.B1.S1 Provide an Enrichment Math course to address the deficiencies of all Level 1 students and the lowest 30% of Level 2 students; use CGA data to track student progress and plan student interventions.

Action Step 1

Level 1 and 2 students will use Carnegie Learning curriculum to hone weaknesses based on 2013 FCAT data.

Person or Persons Responsible

Math Teachers/Math Coach - M. Deuse/Assistant Principal Curriculum/Admin Math instructional Leader

Target Dates or Schedule

Daily in lessons

Evidence of Completion

Classroom observations, evidence of interactive journals, student work samples, teacher assessment, data analysis

Facilitator:

Math Coach - M. Deuse/Assistant Principal Curriculum

Participants:

Math Teachers

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

Classroom observations, discussions during professional development sessions, evidence in lesson plans

Person or Persons Responsible

Math Coach - M. Deuse/Admin Math Instructional Leader

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly lesson plan virtual walk-through, interventions documented in Pearson Student AIP

Plan to Monitor Effectiveness of G12.B1.S1

Review and analyze CGA and Carnegie Learning results

Person or Persons Responsible

Math Teachers/Math Coach - M. Deuse/Admin Math Instructional Leader/Students

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Interactive Journal ~ Admin/Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student: Tracking My Own Progress ~ Carnegie Learning Reports

G13. Students will score a level 3 or higher on the state End of Course Exam for Algebra 1.

G13.B1 Performing CGAs within the expected Curriculum Guide timeline. ~ Establishing consistent conferencing time with students and teachers for analyzing data

G13.B1.S1 Use the CGAs to help drive instruction. ~ Conduct schoolwide data chats. ~ Use data to differentiate instruction within the class for targeted students.

Action Step 1

Analyze CGA results to determine instructional focus and/or spiral review.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily in lessons

Evidence of Completion

Classroom observations, evidence of interactive journals, student work samples, teacher assessment, data analysis

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

Classroom observations, discussions during professional development sessions, evidence in lesson plans

Person or Persons Responsible

Math Coach - M. Deuse/Admin Math Instructional Leader

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly lesson plan virtual walk-through, interventions documented in Pearson Student AIP

Plan to Monitor Effectiveness of G13.B1.S1

Review and analyze CGA results

Person or Persons Responsible

Math Teachers/Math Coach - M. Deuse/Admin Math Instructional Leader/Students

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Interactive Journal ~ Admin/Teacher Data Reflection Guide ~ Coach/Teacher Data Reflection Guide ~ Teacher/Student: Tracking My Own Progress

Coordination and Integration

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

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

Funds were utilized to obtain industry tools, resources, and training in order for students to gain skills and knowledge for employment in the agriculture and maritime industries. Through FFA and agricultural courses our students are offered leadership training and reinforcement of specific career and technical skills. Our students receive technical and career training via our fish farm companies, coastal law, and career development events such as aquaculture, public speaking, job interviewing and parliamentary procedures. Students are groomed for vertical integration into high school agricultural and maritime programs that offer industry certification.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Provide school-wide instructional strategies that promote deep reading and thinking about content area texts.

G1.B2 Allocation of professional development planning time.

G1.B2.S2 Implement coaching cycle.

PD Opportunity 1

Observe~ debrief~ co-plan ~ Co-teach ~ model specific reading and writing strategies that will focus on science informational text.

Facilitator

District Science and School Reading Coach.

Participants

Science teachers

Target Dates or Schedule

Each semester.

Evidence of Completion

Coaches log and Teacher lesson plans.

G3. Increase Level 3 and above on FCAT 2.0 Reading through promoting school-wide professional development on instructional best practices.

G3.B1 Professional Development on specific Reading Strategies for Content Area teachers • Inconsistency throughout content areas in fidelity of gradual release •

G3.B1.S1 Reading Coach will collaborate with District Content Area coaches to provide professional development for the implementation of specific reading strategies that are aligned to their subject areas.

PD Opportunity 1

Identify Reading strategies that correlate with the Science and Civics curriculum in regards to Informational Text.

Facilitator

Reading Coach

Participants

Science and Social Studies teachers.

Target Dates or Schedule

First quarter PLC's

Evidence of Completion

PLC's agenda's and minutes.

PD Opportunity 2

TDE for integrating reading strategies into content area lessons.

Facilitator

District and School Reading and Science coaches

Participants

Science and Civics teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Agenda

G3.B1.S2 Teachers will participate in Gradual Release book study.

PD Opportunity 1

Provide professional development on the components of Gradual Release.

Facilitator

Reading and Math Coaches

Participants

All certificated and non-certificated instructors.

Target Dates or Schedule

Early Release

Evidence of Completion

Agenda

G4. Increase the number of STEM related experiences provided for students from 14 to 20.

G4.B1 Funding. Current MSAP and DoDEA grants are ending.

G4.B1.S1 Funding for student transportation and equipment will be supplemented through district magnet funds.

PD Opportunity 1

Workshop on the Design and development of ROV submersibles

Facilitator

Robotics Outreach Engineer

Participants

Production Technology Teacher

Target Dates or Schedule

Spring 2014

Evidence of Completion

Certificate of completion

G7. Target school-wide instructional strategies that promote deep reading and thinking about content area text, including, but not limited to, school-wide writing plan, modeling read aloud/think aloud, questioning, close reading, accountable talk/student read

G7.B1 • Lack of previous professional development regarding implementation of Interactive Notebooks • Timeliness of receiving data in order to inform instruction prior to the next assessment window • Enthusiasm of students to complete 25 Book Standard in order to receive incentives during the school year • Inconsistency throughout content areas in fidelity of gradual release • All teachers have not received CAR-PD nor are reading endorsed. • Scheduling assessments around available technology and timelines

G7.B1.S1 Integrate literacy instructional strategies throughout all content areas to engage students in the learning process.

PD Opportunity 1

Integrate instructional strategies

Facilitator

H. Williams

Participants

Teachers

Target Dates or Schedule

Daily in lessons

Evidence of Completion

Classroom observations, evidence of interactive notebooks, student work samples, teacher assessments, data analysis

G8. Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school.

G8.B1 Consistent attendance at professional development sessions Lack of CARPD and reading endorsement certifications Implementation of newly learned instructional strategies in the classroom

G8.B1.S1 Incentives for consistent attendance. Support of non-reading certified teachers in order to promote reading/writing instructional strategies throughout all curriculums.

PD Opportunity 1

Professional Development- Gradual Release, Cross-Content Area Writing, Directed Notetaking, Reflective Analysis, Questioning Methods, Shared Inquiry Discussions around Text

Facilitator

H. Williams

Participants

Heidi Williams All teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Implementation of professional development- classroom observations, sample products

G9. Students will achieve Level 3 or above on the 2014 Florida Comprehensive Assessment Test (FCAT) Math.

G9.B1 Performing CGAs within the expected curriculum guide schedule. ~ Establishing consistent conferencing time with students and teachers for analyzing data.

G9.B1.S1 Use the CGAs to help drive instruction. ~ Conduct schoolwide data chats. ~ Use data to differentiate instruction within the class for targeted students.

PD Opportunity 1

Analyze CGA results to determine instructional focus and/or spiral review.

Facilitator

Math Coach - M. Deuse

Participants

Math Teachers

Target Dates or Schedule

Daily in lessons

Evidence of Completion

Classroom observations, evidence of interactive journals, student work samples, teacher assessment, data analysis

G10. Increase the Achievement Levels 4 and 5 in mathematics on FCAT 2.0.

G10.B1 Professional Development for instructional fidelity ~ Meeting class-size amendment mandate ~ Performing CGAs within the expected Curriculum Guide timeline.

G10.B1.S1 Use of Cornell Notes in order to analyze math concepts and processes ~ Apply AVID organizational strategies ~ Raise the expectations of student achievement through rigorous coursework ~ Use CGAs to help drive instruction

PD Opportunity 1

Utilizing structured notetaking skills and interactive journals, integrate instructional strategies, analyze CGA results to determine instructional focus and/or spiral review

Facilitator

AVID Lead Teacher/Math Coach - M. Deuse

Participants

Math Teachers

Target Dates or Schedule

Daily in lessons

Evidence of Completion

CAST Classroom observations, evidence of interactive journals, student work samples, teacher assessment, data analysis

G12. Students in the Lowest 25% will make learning gains in Math on the 2014 Florida Comprehensive Assessment Test (FCAT).

G12.B1 Provide an Enrichment Math course to address the deficiencies of Level 2 students; Implement Carnegie Learning curriculum with fidelity.

G12.B1.S1 Provide an Enrichment Math course to address the deficiencies of all Level 1 students and the lowest 30% of Level 2 students; use CGA data to track student progress and plan student interventions.

PD Opportunity 1

Level 1 and 2 students will use Carnegie Learning curriculum to hone weaknesses based on 2013 FCAT data.

Facilitator

Math Coach - M. Deuse/Assistant Principal Curriculum

Participants

Math Teachers

Target Dates or Schedule

Daily in lessons

Evidence of Completion

Classroom observations, evidence of interactive journals, student work samples, teacher assessment, data analysis

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Increase Level 3 and above on FCAT 2.0 Reading through promoting school-wide professional development on instructional best practices.	\$3,750
G4.	Increase the number of STEM related experiences provided for students from 14 to 20.	\$10,300
Total		\$14,050

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Evidence-Based Materials	Total
District magnet funds	\$4,300	\$0	\$0	\$4,300
MSAP Grant	\$2,500	\$1,000	\$0	\$3,500
School Operating Funds	\$0	\$0	\$1,250	\$1,250
MSAP	\$5,000	\$0	\$0	\$5,000
Total	\$11,800	\$1,000	\$1,250	\$14,050

Budget Details

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

G3. Increase Level 3 and above on FCAT 2.0 Reading through promoting school-wide professional development on instructional best practices.

G3.B1 Professional Development on specific Reading Strategies for Content Area teachers • Inconsistency throughout content areas in fidelity of gradual release •

G3.B1.S1 Reading Coach will collaborate with District Content Area coaches to provide professional development for the implementation of specific reading strategies that are aligned to their subject areas.

Action Step 2

TDE for integrating reading strategies into content area lessons.

Resource Type

Evidence-Based Program

Resource

PLC TDE for Professional Development substitutes

Funding Source

MSAP Grant

Amount Needed

\$2,500

G3.B1.S2 Teachers will participate in Gradual Release book study.

Action Step 1

Provide professional development on the components of Gradual Release.

Resource Type

Evidence-Based Materials

Resource

Better Learning Through Structured Teaching; A Framework for the Gradual Release of Responsibility: Fisher and Frey

Funding Source

School Operating Funds

Amount Needed

\$1,250

G4. Increase the number of STEM related experiences provided for students from 14 to 20.

G4.B1 Funding. Current MSAP and DoDEA grants are ending.

G4.B1.S1 Funding for student transportation and equipment will be supplemented through district magnet funds.

Action Step 1

Student transportation and resources

Resource Type

Evidence-Based Program

Resource

Bus and Entry Fees

Funding Source

District magnet funds

Amount Needed

\$4,300

Action Step 2

Workshop on the Design and development of ROV submersibles

Resource Type

Evidence-Based Program

Resource

Workshop entry & travel fees

Funding Source

MSAP

Amount Needed

\$5,000

G4.B1.S2 Increase business partnership in-kind and monetary support.

Action Step 1

Invite potential partners to visit school and share the Coastal Science program and goals.

Resource Type

Other

Resource

Mail outs which includes postage and stationary Presentation materials Marketing materials

Funding Source

MSAP Grant

Amount Needed

\$1,000