



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Howard W. Bishop Middle School

1901 NE 9TH ST

Gainesville, FL 32609

352-955-6701

<http://www.sbac.edu/pages/acps>

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 60%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 65%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> B	<b>2011-12</b> B	<b>2010-11</b> A
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## SIP Authority and Template

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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**

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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**

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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**

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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**

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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**

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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**

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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

Howard W. Bishop Middle School

##### Principal

Mike Gamble

##### School Advisory Council chair

Patricia Yancey

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

Name	Title
Michael Gamble	Principal
Kim Ball	APC
Anyana Stokes	APA
Lewis Rhodes	6th Grade Team Leader
Tara Crosby	6th Grade Team Leader
Mary Ogle	7th Grade Team Leader
Mary Johnson	7th Grade Team Leader
Patricia Yancey	8th Grade Team Leader
James Morris	8th Grade Team Leader

#### District-Level Information

##### District

Alachua

##### Superintendent

Dr. W. Daniel Boyd, Jr.

##### Date of school board approval of SIP

Pending

### 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

Mike Gamble - Principal  
 Patricia Yancey - Teacher  
 Mary Ogle - Teacher  
 Alicia Laboy - Support Staff  
 Carressa Hutchinson - Community Member  
 Darry Lloyd - Community Member

Angela Petralia - Parent  
Liz Bettini -Parent

**Involvement of the SAC in the development of the SIP**

SAC members reviewed and evaluated data and made recommendations on implementation and monitoring.

**Activities of the SAC for the upcoming school year**

The School Advisory Committee holds meetings six times per year in which the committee reviews school data, monitors implementation of the School Improvement Plan and other school based initiatives. The School Advisory Committee conducts a yearly climate survey of parents, students, and staff.

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

SAC funds are used to support the school's learning goals and initiatives. Funds are used for staff development, teacher project requests, climate surveys, parent involvement incentives, Positive Behavior support rewards, and student recognition.

**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:**

**Mike Gamble**

Principal	Years as Administrator: 13	Years at Current School: 4
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**Credentials**

Ed.S in Educational Leadership

**Performance Record**

2012 - 2013 Grade B  
2011 - 2012 Grade B,  
2010 - 2011 Grade A, AYP met.  
2009 - 2010 Grade B, AYP met.  
2008 - 2009 Grade A, AYP met.

**Katherine Ball**

Asst Principal	Years as Administrator: 11	Years at Current School: 9
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**Credentials**

Ed. S in Educational Leadership  
MEd in Special Education

**Performance Record**

2012 - 2013 Grade B  
2011 - 2012 Grade B  
2010 - 2011 Grade A, AYP met.  
2009 - 2010 Grade B, AYP met.  
2008 - 2009 Grade A, AYP met.

**Anyana Stokes**

Asst Principal	Years as Administrator: 1	Years at Current School: 9
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**Credentials**

MEd in Educational Leadership

**Performance Record**

2012 - 2013 Grade B  
2011 - 2012 Grade B  
2010 - 2011 Grade A, AYP met.  
2009 - 2010 Grade B, AYP met.  
2008 - 2009 Grade A, AYP met.

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:****Gail Billingsley**

Part-time / District-based	Years as Coach: 2	Years at Current School: 2
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**Areas**

Reading/Literacy

**Credentials**

Ms. Billingsley has a Bachelor of Sciences Degree in education. She has earned her reading endorsement and has 37 years of teaching experience.

**Performance Record**

2012 - 2013 HBMS Grade B

**Classroom Teachers****# of classroom teachers**

40



**# receiving effective rating or higher**

38, 95%

**# Highly Qualified Teachers**

98%

**# certified in-field**

38, 95%

**# ESOL endorsed**

4, 10%

**# reading endorsed**

6, 15%

**# with advanced degrees**

23, 57%

**# National Board Certified**

0, 0%

**# first-year teachers**

4, 10%

**# with 1-5 years of experience**

9, 23%

**# with 6-14 years of experience**

8, 20%

**# with 15 or more years of experience**

19, 48%

**Education Paraprofessionals****# of paraprofessionals**

6

**# Highly Qualified**

6, 100%

**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**

Mr. Gamble (Principal) works collaboratively with the district to attract and retain teachers. Bishop teachers frequently coach intern students from the University of Florida and St. Leo University. Interns see the best we have to offer and benefit from their experience here in the hopes that they would apply when positions become available.

**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**

We have established a professional learning community with our first year teachers and teachers that are new to Howard Bishop. The group meets once a month with the assistant principal to cover procedures, county forms, behavior management, assessing student performance, managing parent conferences and to encourage collaboration and provide professional development. Each new teacher is also a part of a grade level team in which the team leader serves as a mentor.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

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

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

Student Services Team members and/or Individual Grade Level Teams identify students who are not making adequate progress. Key players directly involved with the students of concern, define the problem, develop an intervention plan, implement the plan, chart progress and use data to evaluate the plan. The APC provides curricular support and the APA provides behavioral support while both assist in training teachers. Both help to develop either behavior (APA) or academic (APC) interventions based on the student's needs, and supported by the data. School counselors provide training and support in the RtI process, work with teachers through the problem solving cycle; and facilitate the communication with the team leaders and /or parent(s). Team leaders and Deans assist with the training and assessment support; reviewing students rate of progress, data collection and student records.

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

All leadership team members will share progress data with their teams and departments. The leadership team is chaired by the Principal who is responsible for implementing, supporting and evaluating the data and ensuring the process is working in conjunction with the goals of the school improvement plan.

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

Monthly progress monitoring and data chats.

#### **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**

For all tiers we will utilize DOE spreadsheets of disaggregated whole group FCAT data, the districts On Track and FAIR assessments, as well as benchmark specific assessments built into the curriculum. Infinite Campus will be used to monitor behavior and attendance data. Additionally, teachers will maintain data notebooks consisting of the students on their grade level teams.

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

Most members of the leadership team have been trained through district in-service. Administrators and members of the Student Support Services Team will support teacher and staff understanding of the process during monthly faculty and weekly Steering Committee meetings. Team members will also regularly attend grade level team meetings to provide training and RtI support. In addition to school-

based staff, the School Psychologist and Staffing specialist will help facilitate understanding of the process for parents and staff.

### 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:** 19,800

21st Century Community Learning Center provides academic enrichment opportunities for students that support the school day curriculum as well as support achievement on state standards based tests.

#### 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?

Students are pre and post tested in academic as well as enrichment areas.

#### Who is responsible for monitoring implementation of this strategy?

Anyana Stokes, APA  
Towanda Luckie, Site coordinator  
District Project Development

**Strategy:** Summer Program

**Minutes added to school year:** 7,680

21st Century Community Learning Center provides academic enrichment opportunities for students that support the school day curriculum as well as support achievement on state standards based tests.

**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?**

Students are pre and post tested in academic as well as enrichment areas.

**Who is responsible for monitoring implementation of this strategy?**

Anyana Stokes, APA  
 Towanda Luckie, Site coordinator  
 District Project Development

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Kim Ball	APC
Patricia Yancey	Literacy Coach/ 8th Team Leader
Mike Gamble	Principal
Anyana Stokes	APA
Tara Crosby	6th Grade Team Leader
Lewis Rhodes	6th Grade Team Leader
Mary Ogle	7th Grade Team Leader
Mary Ellen Johnson	7th Grade Team Leader
James Morris	8th Grade Team Leader

**How the school-based LLT functions**

Weekly meetings and discussion of literacy initiatives in conjunction with the language arts/reading department.

The team establishes the school wide benchmark focus calendar, makes literacy decisions, and encourages literacy promotion initiatives.

**Major initiatives of the LLT**

Common Core Literacy Standards Training across the curriculum.  
 Implementation of the School wide focus calendar.

**Every Teacher Contributes to Reading Instruction**

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

The school wide literacy strategies focus on reading improvement. All subject area teachers are expected to incorporate the school wide literacy strategies in their curriculum. Administrators check lesson plans and conduct classroom walk-throughs to monitor integration of reading improvement strategies. Participation in professional development opportunities is encouraged.

### **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**

Grade level teams are encouraged to integrate curriculum whenever possible.

For example, Language Arts teachers will correspond their novel selection with US History, Science projects may correspond with Technology or Math concepts.

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

Guidance Counselors go through 8th grade social studies classes in the spring and do interest surveys, job projection, and research on jobs. District personnel comes out to the school and introduces eighth grade students the many high school programs that are available.

### **Strategies for improving student readiness for the public postsecondary level**

N/A

## 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	66%	61%	No	69%
American Indian				
Asian	100%	89%	No	100%
Black/African American	43%	33%	No	49%
Hispanic	78%	73%	No	81%
White	91%	88%	No	92%
English language learners				
Students with disabilities	38%	30%	No	44%
Economically disadvantaged	46%	41%	No	51%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	127	20%	
Students scoring at or above Achievement Level 4	246	38%	

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		37%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		55%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	360	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	86	55%	65%

**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	140	66%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	59%	No	67%
American Indian				
Asian	100%	94%	No	100%
Black/African American	38%	29%	No	45%
Hispanic	75%	71%	No	78%
White	90%	89%	No	91%
English language learners				
Students with disabilities	34%	33%	No	41%
Economically disadvantaged	41%	34%	No	47%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	12%	17%
Students scoring at or above Achievement Level 4	177	34%	39%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	63%	68%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		24%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	364	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	66	44%	50%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	120	18%	25%
Middle school performance on high school EOC and industry certifications	120	100%	85%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	31%	35%
Students scoring at or above Achievement Level 4	69	68%	70%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	19	100%	100%

**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	60	28%	32%
Students scoring at or above Achievement Level 4	62	29%	33%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		45%
Students scoring at or above Level 7	[data excluded for privacy reasons]		45%

**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)	10		15
Participation in STEM-related experiences provided for students	200	30%	40%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	504	73%	86%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	98%
Students taking CTE industry certification exams	0	0%	65%
Passing rate (%) for students who take CTE industry certification exams		0%	41%
<b>CTE program concentrators</b>			
CTE teachers holding appropriate industry certifications	0	0%	6%

**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	20	2%	2%
Students who fail an English Language Arts course	54	7%	5%
Students who fail two or more courses in any subject	57	8%	3%
Students who receive two or more behavior referrals	108	15%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	103	15%	10%

**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**

Improve communication of student progression between parents, teachers, and students.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will participate in at least one parent conference or literacy night.	70	10%	20%

## Goals Summary

- G1.** Improve the percentage of students achieving proficiency (FCAT Level 3) in reading.
- G2.** Improve the percentage of students in the lowest quartile who demonstrate adequate learning gains in reading.
- G3.** Improve the percentage of students achieving proficiency (FCAT Level 3) in math.
- G4.** Improve the percentage of students in the lowest quartile who demonstrate adequate learning gains in math.
- G5.** Improve the percentage of students scoring level 3.5 or higher on FCAT Writes.
- G6.** Improve percentage of students achieving proficiency (FCAT Level 3) in science.
- G7.** Increase the percentage of students who take and pass industry certification exams.
- G8.** Decrease total number of suspension days.
- G9.** Decrease number of students who fail 2 or more courses.

## Goals Detail

### G1. Improve the percentage of students achieving proficiency (FCAT Level 3) in reading.

#### Targets Supported

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

#### Resources Available to Support the Goal

- School literacy Team Scheduling After school program

#### Targeted Barriers to Achieving the Goal

- 39% of students have not met or exceeded proficiency in reading.

### Plan to Monitor Progress Toward the Goal

Implementation of Literacy focus calendar and instructional strategies.

**Person or Persons Responsible**

Administration Department Chairs Team Leaders

**Target Dates or Schedule:**

All year

**Evidence of Completion:**

Literacy Team meeting discussions and data chats. Monthly Department meeting discussions and data chats. Weekly Team Meeting discussions and data chats.

**G2.** Improve the percentage of students in the lowest quartile who demonstrate adequate learning gains in reading.

**Targets Supported**

**Resources Available to Support the Goal**

- Read 180 Scheduling After school program

**Targeted Barriers to Achieving the Goal**

- 42% of students in the lowest quartile failed to make adequate learning gains on the 2013 FCAT.

### Plan to Monitor Progress Toward the Goal

Implementation of Literacy Calendar. Implementation of targeted interventions.

**Person or Persons Responsible**

Administrators Department Chairs Read 180 Teachers

**Target Dates or Schedule:**

All year

**Evidence of Completion:**

FAIR Benchmark Assessment Test Data Lesson Plan Documentation

**G3.** Improve the percentage of students achieving proficiency (FCAT Level 3) in math.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Scheduling After school program Tutoring Computer Programs

**Targeted Barriers to Achieving the Goal**

- 42% of students did not achieve proficiency (Level 3) on 2013 FCAT. Students lack experience with application of math skills.

### Plan to Monitor Progress Toward the Goal

Increase the use of manipulatives and computer-based learning to teach/reteach math concepts to encourage differentiated instruction and skill mastery.

**Person or Persons Responsible**

Administrators Math Teachers Department Chair

**Target Dates or Schedule:**

All year

**Evidence of Completion:**

On Track Benchmark Test Data Lesson Plan documentation

**G4.** Improve the percentage of students in the lowest quartile who demonstrate adequate learning gains in math.

**Targets Supported**

**Resources Available to Support the Goal**

- Scheduling Co- Teach Tutoring Pull out Computer Labs (Internet Access, Software)

**Targeted Barriers to Achieving the Goal**

- 53% of lowest quartile students failed to make adequate learning gains on the 2013 FCAT.

### Plan to Monitor Progress Toward the Goal

Increase the use of manipulatives and computer based learning to teach/reteach math concepts to encourage differentiated instruction and skill mastery.

**Person or Persons Responsible**

Math Teacher Department Chair Administrators

**Target Dates or Schedule:**

All year

**Evidence of Completion:**

OnTrack Benchmark Assessment Test Data Chapter/Unit Test mastery CWT documentation

**G5.** Improve the percentage of students scoring level 3.5 or higher on FCAT Writes.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- All instructional staff

**Targeted Barriers to Achieving the Goal**

- 33% of students failed to achieve level 3.5 or higher on 2013 FCAT Writes.

### Plan to Monitor Progress Toward the Goal

Writing process, strategies, and techniques employed in all content area classes. Revisions and editing process taught explicitly based on results of the quarterly formative assessments.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule:**

All year

**Evidence of Completion:**

Quarterly formative assessment Classroom Assessments Lesson plan documentation

### G6. Improve percentage of students achieving proficiency (FCAT Level 3) in science.

**Targets Supported**

- Science
- Science - Middle School

**Resources Available to Support the Goal**

- Science Teachers All instructional staff

**Targeted Barriers to Achieving the Goal**

- 41% of students failed to achieve proficiency (Level 3) on the 2013 FCAT. Students may have difficulty reading and understanding the science test due to test format and student reading levels.

### Plan to Monitor Progress Toward the Goal

Implement a vertical curriculum plan which coincides with the District pacing calendar to include frequent informal tests in order to maintain a longer period of material retention. Implement Kagan and Science inquiry strategies. Differentiated and small group instruction.

**Person or Persons Responsible**

Administrators Science Teachers

**Target Dates or Schedule:**

All year

**Evidence of Completion:**

OnTrack Benchmark assessment test data Chapter/Unit test mastery Lesson Plan and CWT documentation Monthly department meeting discussion and data chats

**G7. Increase the percentage of students who take and pass industry certification exams.**

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Industry Certified CTE teachers

**Targeted Barriers to Achieving the Goal**

- Initial implementation of program and courses.

**Plan to Monitor Progress Toward the Goal**

Formal and Informal Assessments

**Person or Persons Responsible**

CTE Teachers

**Target Dates or Schedule:**

All year

**Evidence of Completion:**

Assessment results

**G8. Decrease total number of suspension days.**

**Targets Supported**

- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- District Personnel Community Agencies (Project Success) Positive Behavior Support All stakeholders

**Targeted Barriers to Achieving the Goal**

- Continuous influx of students who lack tools to make appropriate decisions. Implementation and fidelity of PBS

**Plan to Monitor Progress Toward the Goal**

Continued training on PBS and Response to Intervention (RTi). Monthly Progress monitoring of data with the PBS and SSS teams. Use of Alternative Suspension Program

**Person or Persons Responsible**

Administrators Deans SSST

**Target Dates or Schedule:**

All Year

**Evidence of Completion:**

Review of end of year discipline data.

**G9. Decrease number of students who fail 2 or more courses.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- 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)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- All stakeholders

**Targeted Barriers to Achieving the Goal**

- Student motivation Grading culture

**Plan to Monitor Progress Toward the Goal**

Data Review

**Person or Persons Responsible**

Administration Team Leaders Teachers

**Target Dates or Schedule:**

Grade Reporting

**Evidence of Completion:**

Meeting agendas Data Review Data Notebooks



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Improve the percentage of students achieving proficiency (FCAT Level 3) in reading.

**G1.B1** 39% of students have not met or exceeded proficiency in reading.

**G1.B1.S1** Adopt a Literacy Focus Calendar to be implemented school wide. Implement research based instructional, literacy, and Kagan strategies school wide. Post the school wide literacy goals in a student relevant language.

#### **Action Step 1**

Implement Literacy focus calendar and instructional strategies.

#### **Person or Persons Responsible**

Literacy Team All instructional staff

#### **Target Dates or Schedule**

Year Round

#### **Evidence of Completion**

Evident in lesson plans and administrator walk throughs.

#### **Facilitator:**

Yancey Literacy Leadership Team

#### **Participants:**

All instructional staff

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

Implementation of Literacy focus calendar and instructional strategies.

#### **Person or Persons Responsible**

Administrators Department Chairs Team Leaders

#### **Target Dates or Schedule**

All year

#### **Evidence of Completion**

CWT documentation Lesson Plans

## Plan to Monitor Effectiveness of G1.B1.S1

Implementation of Literacy focus calendar and instructional strategies.

### Person or Persons Responsible

Administration Department Chairs Team Leaders

### Target Dates or Schedule

All year

### Evidence of Completion

CWT documentation Lesson plan documentation

**G2.** Improve the percentage of students in the lowest quartile who demonstrate adequate learning gains in reading.

**G2.B1** 42% of students in the lowest quartile failed to make adequate learning gains on the 2013 FCAT.

**G2.B1.S1** Literacy Focus Calendar to be implemented school wide. Read 180 teachers will use FCAT and FAIR test data, fluency, and SRI to develop detailed differentiated instruction and interventions for student not making adequate progress. Targeted interventions will be planned for student not responding to supplemental instruction.

### Action Step 1

Implement literacy focus calendar. Frequent progress Monitoring. Identifying and implementing of appropriate interventions.

### Person or Persons Responsible

All instructional staff Read 180 teachers

### Target Dates or Schedule

All year

### Evidence of Completion

CWT documentation Lesson Plan documentation Data chats

### Facilitator:

Instructional Coach Department Chair Literacy Team

### Participants:

All instructional staff Read 180 teachers

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

Implementation of Literacy Calendar. Implementation of targeted interventions.

#### **Person or Persons Responsible**

Read 180 Teachers All instructional staff

#### **Target Dates or Schedule**

All year

#### **Evidence of Completion**

FAIR benchmark assessments CWT documentation Lesson Plan documentation Data Notebooks

### **Plan to Monitor Effectiveness of G2.B1.S1**

Implementation of Literacy Calendar. Implementation of targeted interventions.

#### **Person or Persons Responsible**

Administrators Department Chair Read 180 Teachers

#### **Target Dates or Schedule**

All year

#### **Evidence of Completion**

FAIR Benchmark assessments Data Notebooks Monthly department meeting discussions and data chats

**G3. Improve the percentage of students achieving proficiency (FCAT Level 3) in math.**

**G3.B1** 42% of students did not achieve proficiency (Level 3) on 2013 FCAT. Students lack experience with application of math skills.

**G3.B1.S1**

**Action Step 1**

Increase the use of manipulatives and computer-based learning to teach/reteach math concepts to encourage differentiated instruction and skill mastery.

**Person or Persons Responsible**

Math teachers

**Target Dates or Schedule**

All year

**Evidence of Completion**

CWT documentation Lesson Plan documentation

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

Increase the use of manipulatives and computer-based learning to teach/reteach math concepts to encourage differentiated instruction and skill mastery.

**Person or Persons Responsible**

Administrators Department Chair

**Target Dates or Schedule**

All year

**Evidence of Completion**

CWT documentation Lesson Plan documentation

### Plan to Monitor Effectiveness of G3.B1.S1

Increase the use of manipulatives and computer-based learning to teach/reteach math concepts to encourage differentiated instruction and skill mastery.

**Person or Persons Responsible**

Math Teachers

**Target Dates or Schedule**

All Year

**Evidence of Completion**

On Track Benchmark assessment test data Monthly Department discussions and data chats

**G3.B1.S2** Use of District instructional pacing calendars. Implementing math, reading/LA and Kagan strategies to build vocabulary and comprehension for solving problems in math.

**Action Step 1**

Use of District instructional pacing calendars. Implementing math, reading/LA and Kagan strategies to build vocabulary and comprehension for solving problems in math.

**Person or Persons Responsible**

Math Teachers

**Target Dates or Schedule**

All year

**Evidence of Completion**

CWT documentation Lesson Plan documentation

**Facilitator:**

Department Chair Literacy Team District Facilitator

**Participants:**

Math Teachers All instructional staff

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

Use of District instructional pacing calendars. Implementing math, reading/LA and Kagan strategies to build vocabulary and comprehension for solving problems in math.

#### **Person or Persons Responsible**

Administrator Department Chair

#### **Target Dates or Schedule**

All year

#### **Evidence of Completion**

CWT Documentation Lesson Plan documentation Monthly department meeting discussions and data chats

### **Plan to Monitor Effectiveness of G3.B1.S2**

Use of District instructional pacing calendars. Implementing math, reading/LA and Kagan strategies to build vocabulary and comprehension for solving problems in math.

#### **Person or Persons Responsible**

Administrators

#### **Target Dates or Schedule**

All year

#### **Evidence of Completion**

OnTrack Benchmark assessment data CWT documentation Lesson Plan documentation

**G4.** Improve the percentage of students in the lowest quartile who demonstrate adequate learning gains in math.

**G4.B1** 53% of lowest quartile students failed to make adequate learning gains on the 2013 FCAT.

**G4.B1.S1** Increase the use of manipulatives and computer based learning to teach/reteach math concepts to encourage differentiated instruction and skill mastery.

**Action Step 1**

Assure that manipulatives are available for teachers. Assure that computer labs are working and equipped with needed access and/or software.

**Person or Persons Responsible**

Department Chair Site Technology Person Math Teachers Administration

**Target Dates or Schedule**

All year

**Evidence of Completion**

CWT documentation Lesson Plan documentation Computer Use Logs

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

Increase the use of manipulatives and computer based learning to teach/reteach math concepts to encourage differentiated instruction and skill mastery.

**Person or Persons Responsible**

Department Chairs Math Teachers Administratoris

**Target Dates or Schedule**

All Year

**Evidence of Completion**

Lesson Plan documentation Computer Lab logs CWT documentation

### Plan to Monitor Effectiveness of G4.B1.S1

Increase the use of manipulatives and computer based learning to teach/reteach math concepts to encourage differentiated instruction and skill mastery.

#### Person or Persons Responsible

Math Teachers Department Chairs Administrators

#### Target Dates or Schedule

All year

#### Evidence of Completion

On Track Benchmark Assessment Data Chapter/Unit Test satisfactory mastery Monthly department discussions and data chats.

**G4.B1.S2** Use of District instructional pacing calendars implementing math, reading/LA and Kagen strategies to build vocabulary and comprehension for solving problems in math.

#### Action Step 1

Use of District instructional pacing calendars implementing math, reading/LA and Kagen strategies to build vocabulary and comprehension for solving problems in math.

#### Person or Persons Responsible

Math Teachers Department Chair

#### Target Dates or Schedule

All year

#### Evidence of Completion

Lesson Plan documentation CWT documentation

#### Facilitator:

Literacy Team Administrators District Math chair

#### Participants:

Math Teachers



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

Use of District instructional pacing calendars implementing math, reading/LA and Kagan strategies to build vocabulary and comprehension for solving problems in math.

#### **Person or Persons Responsible**

Administrators Math Teachers Department Chair

#### **Target Dates or Schedule**

All year

#### **Evidence of Completion**

CWT documentation Monthly department meeting discussions and data chats Lesson Plan documentation

### **Plan to Monitor Effectiveness of G4.B1.S2**

Use of District instructional pacing calendars implementing math, reading/LA and Kagan strategies to build vocabulary and comprehension for solving problems in math.

#### **Person or Persons Responsible**

Administrators Math Teachers

#### **Target Dates or Schedule**

All year

#### **Evidence of Completion**

On Track Benchmark Assessment Data Chapter/Unit Test mastery

**G5. Improve the percentage of students scoring level 3.5 or higher on FCAT Writes.**

**G5.B1 33% of students failed to achieve level 3.5 or higher on 2013 FCAT Writes.**

**G5.B1.S1** Writing process, strategies, and techniques employed in all content area classes. Revisions and editing process taught explicitly based on results of the quarterly formative assessments.

**Action Step 1**

Assure all content area teachers are familiar with and incorporating proper writing techniques and strategies within lessons. Assure that all LA/Reading teachers are participating and reviewing data of quarterly formative assessment.

**Person or Persons Responsible**

Administration Department Chairs Literacy Team

**Target Dates or Schedule**

All year

**Evidence of Completion**

CWT documentation Lesson Plan documentation Monthly department meeting discussions and data chats

**Facilitator:**

Department Chairs Literacy Team Administrators

**Participants:**

All instructional staff

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

Writing process, strategies, and techniques employed in all content area classes. Revisions and editing process taught explicitly based on results of the quarterly formative assessments.

**Person or Persons Responsible**

Administration Department chair Teachers

**Target Dates or Schedule**

All year

**Evidence of Completion**

Lesson Plan documentation CWT documentation Monthly Department meeting discussions and data chats

### Plan to Monitor Effectiveness of G5.B1.S1

Writing process, strategies, and techniques employed in all content area classes. Revisions and editing process taught explicitly based on results of the quarterly formative assessments.

#### Person or Persons Responsible

Administration Department Chair Teachers

#### Target Dates or Schedule

All Year

#### Evidence of Completion

Quarterly formative assessments (Principal's Writing Award) Classroom assessments

### G6. Improve percentage of students achieving proficiency (FCAT Level 3) in science.

**G6.B1** 41% of students failed to achieve proficiency (Level 3) on the 2013 FCAT. Students may have difficulty reading and understanding the science test due to test format and student reading levels.

**G6.B1.S1** Implement a vertical curriculum plan which coincides with the District pacing calendar to include frequent informal tests in order to maintain a longer period of material retention. Implement Kagan and Science inquiry strategies. Differentiated and small group instruction.

#### Action Step 1

Teacher training in Kagan and Science inquiry strategies.

#### Person or Persons Responsible

Science Teachers

#### Target Dates or Schedule

All year

#### Evidence of Completion

Implementation of strategies, documented through lesson plans and CWT.

#### Facilitator:

Literacy Team District Staff

#### Participants:

Science Teachers

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

Implement a vertical curriculum plan which coincides with the District pacing calendar to include frequent informal tests in order to maintain a longer period of material retention. Implement Kagen and Science inquiry strategies. Differentiated and small group instruction.

#### **Person or Persons Responsible**

Administrators Department chairs Science Teachers

#### **Target Dates or Schedule**

All year

#### **Evidence of Completion**

Lesson plan documentation CWT documentation Monthly department discussions and data chats.

### **Plan to Monitor Effectiveness of G6.B1.S1**

Implement a vertical curriculum plan which coincides with the District pacing calendar to include frequent informal tests in order to maintain a longer period of material retention. Implement Kagen and Science inquiry strategies. Differentiated and small group instruction.

#### **Person or Persons Responsible**

Science Teachers Department chairs Administrators

#### **Target Dates or Schedule**

All Year

#### **Evidence of Completion**

OnTrack Benchmark Assessments Chapter/Unit test mastery.

**G7. Increase the percentage of students who take and pass industry certification exams.**

**G7.B1 Initial implementation of program and courses.**

**G7.B1.S1 Facilitate smooth implementation of industry certification courses.**

**Action Step 1**

Implementation of industry certification courses.

**Person or Persons Responsible**

District Administrators CTE Teachers

**Target Dates or Schedule**

Beginning of Year All year

**Evidence of Completion**

Student enrollment

**Facilitator:**

District

**Participants:**

CTE Teachers

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

Implementation of industry certification courses.

**Person or Persons Responsible**

Administration CTE Teachers

**Target Dates or Schedule**

All year

**Evidence of Completion**

CWT documentation Lesson Plan documentation

## Plan to Monitor Effectiveness of G7.B1.S1

### Implementation

#### Person or Persons Responsible

Administrators CTE Teachers

#### Target Dates or Schedule

All year

#### Evidence of Completion

Department discussions and data chats CWT documentation Lesson Plan documentation.

## G8. Decrease total number of suspension days.

**G8.B1** Continuous influx of students who lack tools to make appropriate decisions. Implementation and fidelity of PBS

**G8.B1.S1** Continued training on PBS and Response to Intervention (RTi). Monthly Progress monitoring of data with the PBS and SSS teams. Use of Alternative Suspension Program

### Action Step 1

Continued training on PBS and Response to Intervention (RTi). Monthly Progress monitoring of data with the PBS and SSS teams. Use of Alternative Suspension Program

#### Person or Persons Responsible

PBS Team Administration Deans

#### Target Dates or Schedule

All year

#### Evidence of Completion

Documentation of Training participation.

#### Facilitator:

Deans PBS Team Administrators

#### Participants:

All staff

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

Review of discipline data.

#### Person or Persons Responsible

APA Deans

#### Target Dates or Schedule

All year

#### Evidence of Completion

IC Discipline Data Weekly SSST meeting discussions and data review

### Plan to Monitor Effectiveness of G8.B1.S1

Review of discipline data

#### Person or Persons Responsible

APA Deans Student Support Services Team

#### Target Dates or Schedule

All year

#### Evidence of Completion

Weekly SSST meeting discussions and data chats

## G9. Decrease number of students who fail 2 or more courses.

### G9.B1 Student motivation Grading culture

**G9.B1.S1** Increased progress monitoring. Increase parent engagement. Increase student motivation.

#### Action Step 1

Increased progress monitoring. Increase parent engagement. Increase student motivation.

#### Person or Persons Responsible

All staff

#### Target Dates or Schedule

All year

#### Evidence of Completion

Participation in faculty, team, and department meetings.

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

Increased progress monitoring. Increase parent engagement. Increase student motivation.

#### **Person or Persons Responsible**

Administration Department Chairs

#### **Target Dates or Schedule**

All year

#### **Evidence of Completion**

Monthly Department meeting discussions and data chats Weekly Team meeting discussions and data chats.

### **Plan to Monitor Effectiveness of G9.B1.S1**

Grades Review

#### **Person or Persons Responsible**

Administration Teachers

#### **Target Dates or Schedule**

Ongoing/Continually Progress and Report Card time

#### **Evidence of Completion**

Weekly team meeting discussions and data chats SSST weekly meeting discussions and data chats



## 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

Even though 57% of Howard Bishop's students are on free or reduced lunch, we are not a Title 1 school. State & local funds provide \$7431.86 for our School Advisory Council to spend. This year we have earmarked approximately \$3,500.00 to be spent on mini-grants for the grade-level teams. These funds are also used to provide for substitute teachers when teachers are out for professional development. Local CREATE funds are also available to the school for professional development and this year our focus is on training teachers to use PCG, the lesson planner website.

Our guidance department teams with the local Catholic Charities to provide the "Backpacks for Needy Families" program. Catholic Charities provides the backpacks that are filled with non-perishable food items. Worthy families are identified at the school level and the food-filled backpacks are sent home with students on Friday afternoons to ensure the students will have something to eat over the weekend.

This semester some of our teachers had the opportunity to participate in a classroom management professional development workshop sponsored by the University of Florida. The workshop is conducted by College of Education faculty members. Teachers take part in training sessions and are observed by the faculty members. At the end of the training the teachers will have the opportunity to earn a \$500.00 stipend.

## 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. Improve the percentage of students achieving proficiency (FCAT Level 3) in reading.

#### G1.B1 39% of students have not met or exceeded proficiency in reading.

**G1.B1.S1** Adopt a Literacy Focus Calendar to be implemented school wide. Implement research based instructional, literacy, and Kagan strategies school wide. Post the school wide literacy goals in a student relevant language.

#### PD Opportunity 1

Implement Literacy focus calendar and instructional strategies.

##### Facilitator

Yancey Literacy Leadership Team

##### Participants

All instructional staff

##### Target Dates or Schedule

Year Round

##### Evidence of Completion

Evident in lesson plans and administrator walk throughs.

**G2.** Improve the percentage of students in the lowest quartile who demonstrate adequate learning gains in reading.

**G2.B1** 42% of students in the lowest quartile failed to make adequate learning gains on the 2013 FCAT.

**G2.B1.S1** Literacy Focus Calendar to be implemented school wide. Read 180 teachers will use FCAT and FAIR test data, fluency, and SRI to develop detailed differentiated instruction and interventions for student not making adequate progress. Targeted interventions will be planned for student not responding to supplemental instruction.

### **PD Opportunity 1**

Implement literacy focus calendar. Frequent progress Monitoring. Identifying and implementing of appropriate interventions.

#### **Facilitator**

Instructional Coach Department Chair Literacy Team

#### **Participants**

All instructional staff Read 180 teachers

#### **Target Dates or Schedule**

All year

#### **Evidence of Completion**

CWT documentation Lesson Plan documentation Data chats

**G3.** Improve the percentage of students achieving proficiency (FCAT Level 3) in math.

**G3.B1** 42% of students did not achieve proficiency (Level 3) on 2013 FCAT. Students lack experience with application of math skills.

**G3.B1.S2** Use of District instructional pacing calendars. Implementing math, reading/LA and Kagan strategies to build vocabulary and comprehension for solving problems in math.

**PD Opportunity 1**

Use of District instructional pacing calendars. Implementing math, reading/LA and Kagan strategies to build vocabulary and comprehension for solving problems in math.

**Facilitator**

Department Chair Literacy Team District Facilitator

**Participants**

Math Teachers All instructional staff

**Target Dates or Schedule**

All year

**Evidence of Completion**

CWT documentation Lesson Plan documentation

**G4.** Improve the percentage of students in the lowest quartile who demonstrate adequate learning gains in math.

**G4.B1** 53% of lowest quartile students failed to make adequate learning gains on the 2013 FCAT.

**G4.B1.S2** Use of District instructional pacing calendars implementing math, reading/LA and Kagen strategies to build vocabulary and comprehension for solving problems in math.

**PD Opportunity 1**

Use of District instructional pacing calendars implementing math, reading/LA and Kagen strategies to build vocabulary and comprehension for solving problems in math.

**Facilitator**

Literacy Team Administrators District Math chair

**Participants**

Math Teachers

**Target Dates or Schedule**

All year

**Evidence of Completion**

Lesson Plan documentation CWT documentation

**G5.** Improve the percentage of students scoring level 3.5 or higher on FCAT Writes.

**G5.B1** 33% of students failed to achieve level 3.5 or higher on 2013 FCAT Writes.

**G5.B1.S1** Writing process, strategies, and techniques employed in all content area classes. Revisions and editing process taught explicitly based on results of the quarterly formative assessments.

### **PD Opportunity 1**

Assure all content area teachers are familiar with and incorporating proper writing techniques and strategies within lessons. Assure that all LA/Reading teachers are participating and reviewing data of quarterly formative assessment.

#### **Facilitator**

Department Chairs Literacy Team Administrators

#### **Participants**

All instructional staff

#### **Target Dates or Schedule**

All year

#### **Evidence of Completion**

CWT documentation Lesson Plan documentation Monthly department meeting discussions and data chats

**G6. Improve percentage of students achieving proficiency (FCAT Level 3) in science.**

**G6.B1** 41% of students failed to achieve proficiency (Level 3) on the 2013 FCAT. Students may have difficulty reading and understanding the science test due to test format and student reading levels.

**G6.B1.S1** Implement a vertical curriculum plan which coincides with the District pacing calendar to include frequent informal tests in order to maintain a longer period of material retention. Implement Kagan and Science inquiry strategies. Differentiated and small group instruction.

**PD Opportunity 1**

Teacher training in Kagan and Science inquiry strategies.

**Facilitator**

Literacy Team District Staff

**Participants**

Science Teachers

**Target Dates or Schedule**

All year

**Evidence of Completion**

Implementation of strategies, documented through lesson plans and CWT.

**G7. Increase the percentage of students who take and pass industry certification exams.**

**G7.B1** Initial implementation of program and courses.

**G7.B1.S1** Facilitate smooth implementation of industry certification courses.

**PD Opportunity 1**

Implementation of industry certification courses.

**Facilitator**

District

**Participants**

CTE Teachers

**Target Dates or Schedule**

Beginning of Year All year

**Evidence of Completion**

Student enrollment

**G8.** Decrease total number of suspension days.

**G8.B1** Continuous influx of students who lack tools to make appropriate decisions. Implementation and fidelity of PBS

**G8.B1.S1** Continued training on PBS and Response to Intervention (RTi). Monthly Progress monitoring of data with the PBS and SSS teams. Use of Alternative Suspension Program

**PD Opportunity 1**

Continued training on PBS and Response to Intervention (RTi). Monthly Progress monitoring of data with the PBS and SSS teams. Use of Alternative Suspension Program

**Facilitator**

Deans PBS Team Administrators

**Participants**

All staff

**Target Dates or Schedule**

All year

**Evidence of Completion**

Documentation of Training participation.



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	Improve the percentage of students in the lowest quartile who demonstrate adequate learning gains in reading.	\$500
G7.	Increase the percentage of students who take and pass industry certification exams.	\$500
G8.	Decrease total number of suspension days.	\$200
Total		\$1,200

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Technology	Total
CREATE SAC	\$500	\$0	\$0	\$500
District Funds	\$0	\$0	\$500	\$500
Internal SAC	\$0	\$200	\$0	\$200
Total	\$500	\$200	\$500	\$1,200

### Budget Details

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

**G2.** Improve the percentage of students in the lowest quartile who demonstrate adequate learning gains in reading.

**G2.B1** 42% of students in the lowest quartile failed to make adequate learning gains on the 2013 FCAT.

**G2.B1.S1** Literacy Focus Calendar to be implemented school wide. Read 180 teachers will use FCAT and FAIR test data, fluency, and SRI to develop detailed differentiated instruction and interventions for student not making adequate progress. Targeted interventions will be planned for student not responding to supplemental instruction.

#### Action Step 1

Implement literacy focus calendar. Frequent progress Monitoring. Identifying and implementing of appropriate interventions.

#### Resource Type

Professional Development

#### Resource

Kagan Strategies

#### Funding Source

CREATE SAC

#### Amount Needed

\$500

**G3. Improve the percentage of students achieving proficiency (FCAT Level 3) in math.**

**G3.B1** 42% of students did not achieve proficiency (Level 3) on 2013 FCAT. Students lack experience with application of math skills.

**G3.B1.S2** Use of District instructional pacing calendars. Implementing math, reading/LA and Kagan strategies to build vocabulary and comprehension for solving problems in math.

**Action Step 1**

Use of District instructional pacing calendars. Implementing math, reading/LA and Kagan strategies to build vocabulary and comprehension for solving problems in math.

**Resource Type**

Evidence-Based Program

**Resource**

Kagan Strategies

**Funding Source**

CREATE SAC

**Amount Needed**

**G7. Increase the percentage of students who take and pass industry certification exams.**

**G7.B1** Initial implementation of program and courses.

**G7.B1.S1** Facilitate smooth implementation of industry certification courses.

**Action Step 1**

Implementation of industry certification courses.

**Resource Type**

Technology

**Resource**

Upkeep and maintenance of computer labs

**Funding Source**

District Funds

**Amount Needed**

\$500

**G8.** Decrease total number of suspension days.

**G8.B1** Continuous influx of students who lack tools to make appropriate decisions. Implementation and fidelity of PBS

**G8.B1.S1** Continued training on PBS and Response to Intervention (RTi). Monthly Progress monitoring of data with the PBS and SSS teams. Use of Alternative Suspension Program

**Action Step 1**

Continued training on PBS and Response to Intervention (RTi). Monthly Progress monitoring of data with the PBS and SSS teams. Use of Alternative Suspension Program

**Resource Type**

Evidence-Based Program

**Resource**

Positive Behavior Support Rewards and Incintives

**Funding Source**

Internal SAC

**Amount Needed**

\$200