

# FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



**Pam Stewart, Commissioner**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399

**School:** 1551 - Northwestern Middle School  
**District:** 16 - Duval  
**Principal:** Dr. Arvin Johnson  
**SAC Chair:** Jeff Moore  
**Superintendent:** Dr. Nikolai P Vitti  
**School Board Approval Date:** [pending]  
**Last Modified on:** 10/11/2013

<b>Address:</b>	<u>Physical</u>	<u>Mailing</u>
	2100 W 45TH ST Jacksonville, FL 32209	2100 W 45TH ST Jacksonville, FL 32209
<b>Phone Number:</b>	904-924-3100	
<b>Web Address:</b>	<a href="http://www.duvalschools.org/northwestern">http://www.duvalschools.org/northwestern</a>	
<b>Email Address:</b>	johnsona10@duvalschools.org	

<b>School Type:</b>	Middle School			
<b>Alternative:</b>	No			
<b>Charter:</b>	No			
<b>Title I:</b>	Yes			
<b>Free/Reduced Lunch:</b>	96%			
<b>Minority:</b>	99%			
<b>School Grade History:</b>	<u>2012-13</u> D	<u>2011-12</u> F	<u>2010-11</u> D	<u>2009-10</u> D

### NOTE

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

<b>Current School Status</b>	
<b>School Information</b>	
<b>School-Level Information</b>	
<b>School</b> Northwestern Middle School	
<b>Principal's name</b> Dr. Arvin Johnson	
<b>School Advisory Council chair's name</b> Jeff Moore	
<b>Names and position titles of the School-Based Leadership Team (SBLT)</b>	
<b>Name</b>	<b>Title</b>
Jamie Christopher	Assistant Principal
Patricia Jackson	Reading Coach
Pamelia Baley-Mann	Math Coach
Mary Cohen	Test Chairperson
Robert Keuchler	Dean of Students
Noelle Giannuzzi	Dean of Students
<b>District-Level Information</b>	
<b>District</b> Duval	
<b>Superintendent's name</b> Dr. Nikolai P Vitti	
<b>Date of school board approval of SIP</b> Pending	
<b>School Advisory Council (SAC)</b>	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
<b>Describe the membership of the SAC including position titles</b>	
Arvin Johnson, Principal Chelsea Matthews, Teacher Shinita Miles, Educational Support Dennis Nelson, Community Business Partner Marshelle, Berry, Community Business Partner Yvette Rutledge, Parent Carrie Harris, Parent Jeff Moore, SAC Chair	
<b>Describe the involvement of the SAC in the development of this school improvement plan</b>	
The involvement of the SAC in the development of this school improvement plan is to encourage and facilitate lifelong education for every student, every class, every day. The SAC is also responsible for determining budget expenditures allocated to the SAC by the state. Bylaws are reviewed annually which describe SAC duties and activities as well as the procedures for elections and appointments. Additionally, the SAC involvement is to facilitate and foster communication and collaboration between our educational committees and groups, our community and families and business partners in support of the school improvement plan and mission. SAC shall provide on-going direction to the groups within and serve as the liaison of the school in reaching goals.	
<b>Describe the activities of the SAC for the upcoming school year</b>	

Upcoming SAC events for the year to include Parent Academy Information Night, Fall Poetry Slam, Literacy Battle of the Books, Career Day, College Readiness Week, Sixth Grade Transition Night, Parent Involvement Sessions and Training,

**Describe the projected use of school improvement funds and include the amount allocated to each project**

Research, plan, and implement a Family STEM Night for parents and students to learn science, mathematics and technology concepts together through active engagement. Project allocation amount \$900.00.  
 Establish a Student Government Council to promote student leadership. Assign them the responsibility to create and publish a student produced newsletter to be distributed every other grading period. Project allocation amount \$300.00.  
 Family Reading Night materials, Poetry Slam, Battle of the Books for literacy and practice of reading strategies and providing food/dinner. Project allocation amount \$1000.00.  
 Sixth Grade Transition Night to involve parents in their middle school children's educational success with material information tips. Project allocation amount \$1200.00.

**Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below**  
 In Compliance

**If no, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

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

**Administrators**

**# Administrators** 2

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

**Administrator Information:**

**Dr. Arvin Johnson**

Principal	Years as Administrator: 12	Years at Current School: 2
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**Credentials**                      Doctorate in Educational Leadership-University of North Florida  
 Professional Certification: Educational Leadership, School Principal, and ESE K-12

**Performance Record**                      2012-2013 Northwestern Middle School  
 438 points to 478 points  
 Reading Proficiency from 21% to 27%  
 Mathematics Proficiency from 28% to 39%  
 Science Proficiency from 14% to 15%  
 Reading Gains from 53% to 66%  
 Math Gains from 60% to 66%  
 Reading LQ. Gains from 69% to 69%  
 Math LQ Gains from 61% to 63%  
 Writing Proficiency 39%

<b>Jamie Christopher</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 2
<b>Credentials</b>	Master in Educational Leadership- Nova Southeastern University Professional Certificate(s): Math 5 - 9, Educational Leadership	
<b>Performance Record</b>	2012-2013 Northwestern Middle School 438 points to 478 points Reading Proficiency from 21% to 27% Mathematics Proficiency from 28% to 39% Science Proficiency from 14% to 15% Reading Gains from 53% to 66% Math Gains from 60% to 66% Reading LQ. Gains from 69% to 69% Math LQ Gains from 61% to 63% Writing Proficiency 39%	
<b>Instructional Coaches</b>		
# Instructional Coaches 3		
# Receiving Effective rating or higher (not entered because basis is < 10)		
<b>Instructional Coach Information:</b>		
<b>Elisha Carr</b>		
Full-time / School-based	Years as Coach: 7	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelor of Science (Journalism) Florida Agricultural And Mechanical University (FAMU) Currently pursuing a Master of Science in Curriculum, Instruction, and Assessment (K-12) Reading Endorsement (K-12) Professional Certification(s): English 5 - 9, English 6 - 12	
<b>Performance Record</b>	2012-2013 Northwestern Middle School 438 points to 478 points Reading Proficiency from 21% to 27% Mathematics Proficiency from 28% to 39% Science Proficiency from 14% to 15% Reading Gains from 53% to 66% Math Gains from 60% to 66% Reading LQ. Gains from 69% to 69% Math LQ Gains from 61% to 63% Writing Proficiency 39%	

<b>Patricia Jackson</b>		
Full-time / School-based	Years as Coach: 5	Years at Current School: 3
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Masters in Educational Leadership- Nova Southeastern University Professional Certification: Educational Leadership (K- 12), ESE (K-12), VE (K-12) Reading Endorsement	
<b>Performance Record</b>	2012-2013 Northwestern Middle School 438 points to 478 points Reading Proficiency from 21% to 27% Mathematics Proficiency from 28% to 39% Science Proficiency from 14% to 15% Reading Gains from 53% to 66% Math Gains from 60% to 66% Reading LQ. Gains from 69% to 69% Math LQ Gains from 61% to 63% Writing Proficiency 39%	
<b>Pamelia Bailey-Mann</b>		
Full-time / School-based	Years as Coach: 5	Years at Current School: 3
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Master in Science in Criminal Justice- Florida Metropolitan University Professional Certification(s): Mathematics (5-9)	
<b>Performance Record</b>	2012-2013 Northwestern Middle School 438 points to 478 points Reading Proficiency from 21% to 27% Mathematics Proficiency from 28% to 39% Science Proficiency from 14% to 15% Reading Gains from 53% to 66% Math Gains from 60% to 66% Reading LQ. Gains from 69% to 69% Math LQ Gains from 61% to 63% Writing Proficiency 39%	
<b>Classroom Teachers</b>		
# of classroom teachers 35		
# receiving effective rating or higher 20, 57%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 31, 89%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 18, 51%		
# ESOL endorsed 2, 6%		
# reading endorsed 2, 6%		
# with advanced degrees 10, 29%		

<b># National Board Certified</b> 0, 0%
<b># first-year teachers</b> 4, 11%
<b># with 1-5 years of experience</b> 15, 43%
<b># with 6-14 years of experience</b> 1, 3%
<b># with 15 or more years of experience</b> 4, 11%
<b>Education Paraprofessionals</b>
<b># of paraprofessionals</b> 0
<b># Highly Qualified, as defined in 20 U.S.C. § 6319(c)</b> 0
<b>Other Instructional Personnel</b>
<b># of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals</b> 8
<b># receiving effective rating or higher</b> (not entered because basis is < 10)
<p><b>Teacher Recruitment and Retention Strategies</b>                  This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p><b>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.</b>                  Recruit teachers who are already deemed highly qualified District/School Based Admin. August 2013/Ongoing                  New teachers are assigned a qualified mentor Professional Development Facilitator August 2013/Ongoing</p>
<p><b>Teacher Mentoring Program/Plan</b>                  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).</p>
<p><b>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities</b>                  New teachers participate in a mentoring program to assists and supports them during their first year. Professional Development Facilitator Ongoing                  New teachers participate in a principal mentoring program to assists and supports them during their first year. School Principal Ongoing</p>
<p><b>Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)</b>                  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).</p>
<p><b>Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs</b>                  The leadership team will train and/or coach the instructional staff on strategies and practices for successful MTSS/RTI implementation school- wide. The team will provide opportunities for teachers to practice RTI techniques in a supportive environment; assist teachers with monitoring the progress of students and the effectiveness of instructional approaches/techniques; and provide an understanding of how to make data based decisions to improve the quality of instruction. In addition, all students were placed on an Excel spreadsheet with specific testing data. In addition, each student has a data</p>

chat form which will be used a planning of instruction tool by all educators who worked with that student. Students who are not successful academically though core instruction will be identified by teachers, coaches, and interventionist. The MTSS team will then observed formative test data for each student and begin to prescribe steps/interventions. The final result will be an ongoing plan of action with periodic checkpoints and modifications until each student is academically successful. During early release the SIP will be reviewed with the faculty and it will be an ongoing review during weekly PLC meetings. The SIP draft is then presented to the School Advisory Council for review and recommendations. The SIP will become the guiding document for the work of the school after stakeholders have been given an opportunity for input. The leadership will regularly revise and update the plan as the needs of students change and as formative assessment data becomes available throughout the school year. The plan includes a formal review process, which demonstrates how the school has used RTI to inform instruction and made course adjustments as data are analyzed.

**What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?**

In support of the district's reading goals and our school based reading goals, team members will review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum. The team meets once a month to engage in the following activities: investigate an overall area of school wide literacy concerns, review of data collected to determine next steps for overall student needs in that area. Based on the data collected LLT will determine course of action and take steps to support the staff with implementing the course of action. LLT will determine the effectiveness of the course of action determined by teams through progress monitoring of student learning.

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

Monthly meetings to monitor school wide goals and interventions.

**Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)**

The initial data source is FCAT 2.0 results and 2012 FAIR data. As students take additional assessments, these data will be used to monitor progress: Curriculum Guide Assessments, SRA, Math Assessments, and other authentic teacher created data. Discipline data via discipline referrals will also be analyzed.

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

Trainings will be facilitated through online courses, professional development, and parent nights. Before, After, and Planning period will be will also be used to .

**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:**

<b>Strategy: Extended Day for All Students</b>	
<b>Minutes added to school year:</b>	
<b>Strategy Purpose(s)</b>	
<b>Strategy Description</b>	
<b>How is data collected and analyzed to determine the effectiveness of this strategy?</b>	
<b>Who is responsible for monitoring implementation of this strategy?</b>	
<b>Literacy Leadership Team (LLT)</b>	
<b>Names and position titles of the members of the school-based LLT</b>	
<b>Name</b>	<b>Title</b>
Dr. Arvin Johnson	Jamie Christopher
Patricia Jackson	Helene Reese
Chelesea Matthews	Pamelia Bailey-Mann
<b>Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)</b>	
<p>In support of the school based reading goals, team members will review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum. The team meets once a month to engage in the following activities: investigate an overall area of school wide literacy concerns, review of data collected to determine next steps for overall student needs in that area. Based on the data collected LLT will determine course of action and take steps to support the staff with implementing the course of action. LLT will determine the effectiveness of the course of action determined by teams through progress monitoring of student learning.</p>	
<b>What will be the major initiatives of the LLT this year?</b>	
<p>The major initiatives this year for the LLT is to increase literacy across content areas by building a literacy culture through collegiality and collaboration. The school reading targets are to increase the number of students meeting High Standards in Reading, increase the number of students making learning gains in reading and increase the number of lowest 25% making learning gains in reading. LLT course of action is to promote literacy through various school wide activities that will motivate students to read.</p> <p>These initiatives will be accomplished through these school wide instructional practices:</p> <ol style="list-style-type: none"> <li>1) Text dependent questioning</li> <li>2) Quarterly seminar style discussions</li> <li>3) Ongoing, job-embedded, researched-based professional development</li> <li>4) Annotated note-taking</li> <li>5) Student activities designed to increase independent reading</li> </ol>	
<b>Every Teacher Contributes to Reading Instruction</b>	
<b>Describe how the school ensures every teacher contributes to the reading improvement of every student</b>	
<b>Preschool Transition</b>	
<p><i>This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</i></p>	
<b>Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable</b>	



**College and Career Readiness**

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

**How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?**

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

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C**

**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	34%		No	41%
American Indian				
Asian				
Black/African American	34%		No	41%
Hispanic				
White				
English language learners				
Students with disabilities	27%		No	34%
Economically disadvantaged	33%		No	40%

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

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

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

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

**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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

<b>Postsecondary Readiness</b>				
	<b>2012 Actual #</b>	<b>2012 Actual %</b>	<b>2014 Target %</b>	
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.				
<b>Area 2: Writing</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 Florida Alternate Assessment (FAA) Students scoring at or above Level 4				
<b>Area 3: Mathematics</b>				
<b>Elementary and Middle School Mathematics</b>				
<b>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</b>				
<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	41%		No	47%
American Indian				
Asian				
Black/African American	41%		No	47%
Hispanic				
White				
English language learners				
Students with disabilities	24%		No	32%
Economically disadvantaged	41%		No	47%
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring at Achievement Level 3 Students scoring at or above Achievement Level 4				
<b>Florida Alternate Assessment (FAA)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring at Levels 4, 5, and 6 Students scoring at or above Level 7				
<b>Learning Gains</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Learning Gains Students in lowest 25% making learning gains (FCAT 2.0 and EOC)				

<b>Middle School Acceleration</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Middle school participation in high school EOC and industry certifications Middle school performance on high school EOC and industry certifications			
<b>Algebra I End-of-Course (EOC) Assessment</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3 Students scoring at or above Achievement Level 4			
<b>Geometry End-of-Course (EOC) Assessment</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3 Students scoring at or above Achievement Level 4			
<b>Area 4: Science</b>			
<b>Elementary School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3 Students scoring at or above Achievement Level 4			
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6 Students scoring at or above Level 7			
<b>Middle School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3 Students scoring at or above Achievement Level 4			
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6 Students scoring at or above Level 7			
<b>Area 5: Science, Technology, Engineering, and Mathematics (STEM)</b>			

<b>All Levels</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target</b>
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) Participation in STEM-related experiences provided for students			
<b>Area 6: Career and Technical Education (CTE)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students enrolling in one or more CTE courses Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses Students taking CTE industry certification exams Passing rate (%) for students who take CTE industry certification exams CTE program concentrators CTE teachers holding appropriate industry certifications			
<b>Area 8: Early Warning Systems</b>			
<b>Elementary School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time Students retained, pursuant to s. 1008.25, F.S. Students who are not proficient in reading by third grade Students who receive two or more behavior referrals Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			
<b>Middle School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time Students who fail a mathematics course Students who fail an English Language Arts course Students who fail two or more courses in any subject Students who receive two or more behavior referrals Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			
<b>Area 9: Parent Involvement</b>			
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).			
<b>Describe parental involvement targets for your school</b>			

<b>Specific Parental Involvement Targets</b>			
<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
<b>Area 10: Additional Targets</b>			
<b>Description of additional targets</b>			
<b>Specific Additional Targets</b>			
<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>

**Goals Summary**

**Goal #1:**

All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model

**Goal #2:**

Increase the percentage of proficiency ( 3 or above) on the 2014 Spring FCAT 2.0 by 10% at each grade level. Increase the percent of proficient students scoring at or above level 4 by at least 10% at each grade level.

**Goals Detail**

**Goal #1: All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model**

- Targets Supported**
- Reading
  - Reading - AMO's
  - Reading - FCAT2.0
  - Reading - FAA
  - Reading - Learning Gains
  - Reading - CELLA
  - Reading - Postsecondary Readiness
  - Writing
  - Math
  - Math - Elementary and Middle School
  - Math - Elementary and Middle AMO's
  - Math - Elementary and Middle FCAT 2.0
  - Math - Elementary and Middle FAA
  - Math - Elementary and Middle Learning Gains
  - Math - Middle School Acceleration
  - Math - High School
  - Math - High School AMO's
  - 
  - 
  - Math - 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

**Resources Available to Support the Goal**

- Teachers will participate in Professional Learning Communities which will enhance their classroom instructional practices to include proven rigor based practices
- Academic Coaches will provide a clear understanding of what students are expected to learn based on curriculum guides and current student data
- Early Release days
- City Year members to assist with differentiation

**Targeted Barriers to Achieving the Goal**

- Teachers lack knowledge of gradual release
- Fidelity to the Gradual release model of instruction
- Lack of Differentiated instruction
- New instructional framework instruction in multiple contents

**Plan to Monitor Progress Toward the Goal**

**Action:**

Data Driven Dialogue during Common Planning Student Data Chats

**Person or Persons Responsible:**

Administration Academic Coaches

**Target Dates or Schedule:**

Weekly through Common Planning October 7, 2013 January 6, 2013 May 8, 2013

**Evidence of Completion:**

Exit slips Student Data Common Planning Attendance records

**Goal #2:**

**Increase the percentage of proficiency ( 3 or above) on the 2014 Spring FCAT 2.0 by 10% at each grade level. Increase the percent of proficient students scoring at or above level 4 by at least 10% at each grade level.**



- Targets Supported**
- Reading
    - Reading - AMO's
    - Reading - FCAT2.0
    - Reading - FAA
    - Reading - Learning Gains
    - Reading - CELLA
    - Reading - Postsecondary Readiness
  - Writing
  - Math
    - Math - Elementary and Middle School
    - Math - Elementary and Middle AMO's
    - Math - Elementary and Middle FCAT 2.0
    - Math - Elementary and Middle FAA
    - Math - Elementary and Middle Learning Gains
    - Math - Middle School Acceleration
    - Math - High School
    - Math - High School AMO's
    - 
    - 
    - Math - 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

- Resources Available to Support the Goal**
- Teachers will participate in Professional Learning Communities which will enhance their classroom instructional practices to include proven rigor based practices
  - Academic Coaches will provide a clear understanding of what students are expected to learn based on curriculum guides and current student data
  - Ciy Year members to assist with differentiation
  - Common Planning departmental team members
  - Early Release days

- Targeted Barriers to Achieving the Goal**
- Novice Teachers
  - Students need more opportunities to work through rigorous activities

**Plan to Monitor Progress Toward the Goal**

**Action:**

October 6, 2013: 25% of students scoring proficient January 6, 2013: 30% of students scoring proficient  
 May 6, 2013: 35% of students scoring proficient

**Person or Persons Responsible:**

Administrators Academic Coaches

**Target Dates or Schedule:**

Weekly Monthly MINT meeting

**Evidence of Completion:**

Student data Common Planning Agenda, sign in sheets and teacher exit sips

**Action Plan for Improvement**

**Goal #1:** All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model

**Barrier #2:** Teachers lack knowledge of gradual release

**Strategy #1 to Overcome the Barrier** Design and deliver Professional Development facilitated to meet the needs on experienced and novice teachers

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**

Lesson Plans Common Planning Professional Development Lesson Study Coaching Cycle

**Person or Persons Responsible:**

Administration Academic Coaches District Literacy Specialist State Literacy Specialist

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Coaching Log Planned Lessons Curriculum Guide Assessment Data 2014 FCAT 2.0 Administration Informal Observations

**Facilitator:**

Academic Coaches

**Participants:**

All Teachers

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

**Action:**

Academic Coaches will co-plan and co-teach lessons with teachers which will include the gradual model process School-based academic coaches will collaborate with administration during weekly leadership meeting to discuss next steps for PLC's

**Person or Persons Responsible:**

Administration Academic Coaches District Literacy Specialist State Literacy Specialist

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion**

Coaches log Planned Lessons Common Planning Attendance records

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

**Action:**

Curriculum Guide Assessment data

**Person or Persons Responsible:**

Administration Academic Coaches

**Target Dates or Schedule:**

October: 25% of all students scoring proficient January: 30% of all students scoring proficient May: 35% of all students scoring proficient

**Evidence of Completion:**

Student data

<b>Goal #2:</b>	Increase the percentage of proficiency ( 3 or above) on the 2014 Spring FCAT 2.0 by 10% at each grade level. Increase the percent of proficient students scoring at or above level 4 by at least 10% at each grade level.
<b>Barrier #1:</b>	Novice Teachers
<b>Strategy #1 to Overcome the Barrier</b>	Novice Teachers will participate monthly in MINT meetings with mentor and academic coaches

**Step #1 to Implement Strategy #1**

**Action:**

Design and implement ongoing support for teachers through structured Common Planning

**Person or Persons Responsible:**

Administration Academic Coaches

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Planned Lesson Plans Common Planning agendas, sign in sheets, teacher exit slips Student data

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

**Action:**

Monthly MINT meeting designed to develop novice teacher knowledge base with topics such as; data driven lesson planning, engagement strategies, incorporating rigorous activities and higher order questions.

**Person or Persons Responsible:**

Administration Academic Coaches

**Target Dates or Schedule:**

Monthly meeting

**Evidence of Completion**

Planned Lesson Plans Student data

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

**Action:**

CGA data for each 9 week period will be analyzed by teachers during Common Planning October 6, 2013 January 6, 2013 May 6, 2013

**Person or Persons Responsible:**

Administration Academic Coaches

**Target Dates or Schedule:**

Weekly Common Planning Monthly MINT meeting for Novice /Mentor Teachers

**Evidence of Completion:**

CGA data Common Planning agendas, sign in sheets and exit slips

**Coordination and Integration**

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

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

Title 1: Title 1 funds are used to purchase additional instructional positions, fund incentive field trips, and to fund faculty planning period instruction.

SAI: Funds are used for before/during/after school tutoring, FCAT Saturday School, TEAM UP, Standards-Based Instruction, faculty and student incentives as deemed appropriate by the principal.

**Appendix 1: Professional Development Plan to Support School Improvement Goals**

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

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

**Goal #1:** All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model

**Barrier #2:** Teachers lack knowledge of gradual release

**Strategy #1:** Design and deliver Professional Development facilitated to meet the needs on experienced and novice teachers

**Action Step #1:** Lesson Plans Common Planning Professional Development Lesson Study Coaching Cycle

**Facilitator leader**

Academic Coaches

**Participants**

All Teachers

**Target dates or schedule**

Ongoing

**Evidence of Completion and Person Responsible for Monitoring**

Coaching Log

Planned Lessons

Curriculum Guide Assessment Data

2014 FCAT 2.0

Administration Informal Observations

(Person Responsible: Administration

Academic Coaches

District Literacy Specialist

State Literacy Specialist

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<b>Appendix 2: Budget to Support School Improvement Goals</b>
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<b>Budget Detail</b>
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