



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Madison County High School

2649 W US HIGHWAY 90

Madison, FL 32340

850-973-5061

<http://mchs.madison.k12.fl.us/>

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 64%
Alternative/ESE Center No	Charter School No	Minority Rate 59%

School Grades History

2013-14 PENDING	2012-13 B	2011-12 A	2010-11 C	2009-10 C
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Madison County High School

Principal

Ben Killingsworth

School Advisory Council chair

Ray Griffin

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

Name	Title
Ben Killingsworth	Principal
Rod Williams	Assistant Principal
Jack McClellan	Assistant Principal for Curriculum
Geraldine Wildgoose	Dean of Students

District-Level Information

District

Madison

Superintendent

Mr. Doug Brown

Date of school board approval of SIP

11/5/2013

School Advisory Council (SAC)

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

Membership of the SAC

Currently, the only official members of the council are the president and school principal.

Involvement of the SAC in the development of the SIP

The SIP was reviewed by the SAC during their Sep. 10 meeting. They were agreement with it but added more to the parent involvement section, requesting additional parent communications. They made suggestions that were added to the appropriate section of the SIP. Membership for asked for and received an digital copy for additional review.

Activities of the SAC for the upcoming school year

Review of school progress, suggestions for improvement and solutions to problems.

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

Rewards for student achievement and successes.

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

Not In Compliance

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

Council positions will be put before the council during the October meeting for election during November,

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:

Ben Killingsworth

Principal

Years as Administrator: 15

Years at Current School: 9

Credentials

BS Physical Education
BS Sports Administration
MS Education Leadership
ESOL Certification

Performance Record

1 A, 2 C's, 4 D's, 1 F

Rod Williams

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

BS Criminal Justice
MS Education Leadership

Performance Record

1 A

Jack McClellan

Asst Principal

Years as Administrator: 9

Years at Current School: 5

Credentials

BA History
MS Social Sciences Education
Education Leadership Certification
ESOL Certification

Performance Record

1 A, 3 B's, 4 D's

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lea Kalinowski

Part-time / District-based

Years as Coach: 1

Years at Current School: 8

Areas

Reading/Literacy

Credentials

BA History
Reading Endorsement

Performance Record

Melissa Stewart

Part-time / District-based

Years as Coach: 1

Years at Current School: 10

Areas

Mathematics

Credentials

Performance Record

Classroom Teachers

of classroom teachers

42

receiving effective rating or higher

42, 100%

Highly Qualified Teachers

100%

certified in-field

42, 100%

ESOL endorsed

2, 5%

reading endorsed

2, 5%

with advanced degrees

2, 5%

National Board Certified

2, 5%

first-year teachers

0, 0%

with 1-5 years of experience

18, 43%

with 6-14 years of experience

12, 29%

with 15 or more years of experience

12, 29%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

9, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Recruitment is done through the District Office. Our site based retention strategy is to provide our teachers with support and guidance to ensure that they are and feel effective in meeting our students needs. The school based leadership team is responsible.

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

Our mentoring program is district based. Currently, we have three teachers being mentored as they have limited classroom experience. Ben White is being mentored by Quasheena Johnson. Gretchen King-Kinzinger is being mentored by Takeysha Thomas and Pat Shartran is being mentored by Geoff Hill.

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

MTSS – Early warning systems data is reviewed monthly to identify students in need of intervention. The data is also used to identify teachers who may be in need of more support. SIT Meetings are held with students who are identified as being at risk.

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

The MCHS Rtl and Leadership teams review early warning systems data monthly to troubleshoot any areas of concern with students, teachers, policies, and processes. Data is reviewed by area and department. Each academic coach and administrator reviews areas of progress and concern with their academic team.

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

Data is compared at each progress reporting and 9 week grading period to determine if progress is being met in accordance with the SIP and MTSS (Rtl) plan.

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

Early warning systems data from FOCUS, Discovery Education, FAIR testing data, FCAT data

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

MTSS data is shared with coaches at progress reporting intervals. The coaches review the data with the academic teams and discuss any areas of improvement and/or concern. A review of MTSS and Rtl procedures are reviewed with teachers at the beginning of the school year. Parents are included in the process for students that are identified as "at risk" through the use of early warning systems data. Once a student is identified, parents are contacted and included in a meeting with the Rtl facilitator, counselor, student, parent and all teachers. The student's data is reviewed in the meeting to begin the problem solving process.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Summer Program

Minutes added to school year: 7,920

Students who have failed the algebra EOC will given additional math instruction in preparation to taking the EOC retake at the end of summer school.

Student failing traditional face-to-face classes are given an opportunity take the online, electronic classes through E2020. The new grade can be used to forgive the original.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Success in the math classes is judged through success in EOC. Grades from the credit recovery classes are used to forgive grades, generate credits and the student's transcripts are adjusted reflecting the change.

Who is responsible for monitoring implementation of this strategy?

School leadership

Literacy Leadership Team (LLT)

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

Name	Title
Ben Killingsworth	Principal
Rodd Williams	Asst Prin
Jack McClellan	Asst Prin
Lea Kalinowski	Reading Coach
Melissa Stewart	Math Coach
Reese Fletcher	Guidance Counselor
Caulette Hicks	English Department Chair
Takeysha Thomas	Guidance Counselor
Elias Paulk	Social Studies Chair

How the school-based LLT functions

The MCHS Literacy Team conducts weekly meetings. Mr. Killingsworth is the chairperson.

Major initiatives of the LLT

NGCARPD, writing across the curriculum and novel studies in the reading classes.

Every Teacher Contributes to Reading Instruction

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

All teachers at MCHS are either trained in NGCAR-PD or is in the process. All teachers, except the math department, are expected to use NGCARPD strategies and administration and coach will conduct walkthroughs to ensure successful, effective compliance.

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

The high school has continued to expand its career tech programs. In addition to the existing web design, health, early childhood development, agriculture and criminal justice programs, we have started the culinary program with completers expected in three years. In addition to the hand's on experiences with the career tech classes, the school offers on-the job preparation classes and OJT credits.

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

Students choose their own classes and electives with assistance from their guidance counselors. The CT instructors relate their instruction to the real world.

Strategies for improving student readiness for the public postsecondary level

The school provides programs of study enhancing opportunities for completers and eligibility for Bright Futures scholarships. We also have articulation agreements with career technical centers with four community colleges with a 90 mile radius.

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	46%	37%	No	51%
American Indian				
Asian				
Black/African American	30%	19%	No	37%
Hispanic				
White	66%	61%	No	69%
English language learners				
Students with disabilities	33%	14%	No	40%
Economically disadvantaged	38%	25%	No	44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	18%	27%
Students scoring at or above Achievement Level 4	54	16%	24%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	136	42%	45%
Students in lowest 25% making learning gains (FCAT 2.0)	42	53%	49%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	64	38%	40%

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	66	38%	41%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	43%	No	57%
American Indian				
Asian				
Black/African American	40%	32%	No	46%
Hispanic				
White	64%	55%	No	68%
English language learners				
Students with disabilities	43%	17%	No	48%
Economically disadvantaged	47%	30%	No	52%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	48	52%	55%
Students in lowest 25% making learning gains (EOC)	24	70%	73%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	19	11%	15%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	33%	35%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		4%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	30%	33%
Students scoring at or above Achievement Level 4	32	20%	23%

Area 4: Science

High School Science

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	32%	35%
Students scoring at or above Achievement Level 4	19	11%	13%

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)	8		10
Participation in STEM-related experiences provided for students	207	32%	35%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	72	73%	75%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	73%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	78		80
Students taking CTE-STEM industry certification exams	0	0%	53%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	53%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	460	71%	74%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	460	71%	74%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		92%	95%
Students taking CTE industry certification exams	105	23%	30%
Passing rate (%) for students who take CTE industry certification exams		97%	98%
CTE program concentrators	78	92%	95%
CTE teachers holding appropriate industry certifications	7	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	79	11%	10%
Students in ninth grade with one or more absences within the first 20 days	3	2%	1%
Students in ninth grade who fail two or more courses in any subject	5	3%	0%
Students with grade point average less than 2.0	58	8%	5%
Students who fail to progress on-time to tenth grade	1	0%	0%
Students who receive two or more behavior referrals	242	34%	30%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	115	18%	15%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	3	1%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	131	82%	84%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	108	68%	70%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

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

To provide every opportunity for parents to meet with staff in regards to their student's education and keep them informed of any information that will assist them in successfully completing their course work. To open more lines and avenues of communication between the school and our parents. Currently, the school uses Connect-Ed, the entrance billboard and intercom notices to the students. The latter is not effective, in spite of increasing the frequency of announcements. The high school will establish a social network page, add more to the existing webpage and keep the local newspaper informed of events. Further, more effort will be made to gather email addresses of parents and update both the phone notification system (Connect-Ed) and the online gradebook (FOCUS).

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase School Advisory Committee Attendance	10	1.5%	3%

Goals Summary

- G1.** Students achieving level 4 or 5 either maintain or gain levels.
- G2.** Strategically place level 2's in NGCAR-PD classes. Ensuring that appropriate instructors and students are enrolled in the correct classes.
- G3.** Students have the ability to retain information read for comprehension, communicate effectively, and use science appropriate vocabulary to explain and interpret passages, diagrams, models and charts.
- G4.** To increase the percentage of students passing the Algebra I EOC from 33% to 57%.
- G5.** Improve elaborations in writing essays.
- G6.** Increase rigor in content area classes.

Goals Detail

G1. Students achieving level 4 or 5 either maintain or gain levels.

Targets Supported

Resources Available to Support the Goal

- Many teachers are trained or training in Next Generation Content Area Reading Professional Development (NGCARPD)

Targeted Barriers to Achieving the Goal

- Teachers and students are resistant to change especially if it requires more effort.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Strategically place level 2's in NGCAR-PD classes. Ensuring that appropriate instructors and students are enrolled in the correct classes.

Targets Supported

Resources Available to Support the Goal

- CAR-PD trained teachers in content classes
- Rigor of lessons using Webb's DOK
- School wide reading strategies and writing rubrics

Targeted Barriers to Achieving the Goal

- Having the right teachers in place for CAR-PPD.

Plan to Monitor Progress Toward the Goal

Think Link and FAIR

Person or Persons Responsible

Mrs. Kalinowski, Reading coach

Target Dates or Schedule:

Three times per year

Evidence of Completion:

Data from Think Link and FAIR

G3. Students have the ability to retain information read for comprehension, communicate effectively, and use science appropriate vocabulary to explain and interpret passages, diagrams, models and charts.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Science coach books
- Gizmo
- Reading coach
- Pearson resources
- internet

Targeted Barriers to Achieving the Goal

- Students lack engagement of curriculum practice and during instruction. Students generate an environment counter conducive to learning. Teachers have a hard time maintaining class organization and forward momentum of content due to disruptive students.

Plan to Monitor Progress Toward the Goal

All teachers Use NG_CARPD, Peer review of formal assessments Use kagan Strategies, Used manipulatable technology

Person or Persons Responsible

All teachers

Target Dates or Schedule:

At least once a unit Every formal assessment At least once a week At least once a unit

Evidence of Completion:

Students will make improvements in FAIR testing, Biotechnology students will have an 80 percent success in Biotechnology certification and an increased to 50 percent pass rate performance on the Biology EOC.

G4. To increase the percentage of students passing the Algebra I EOC from 33% to 57%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Highly qualified math teachers
- FLDOE item specs
- Algebra Nation
- MDC training
- manipulatives
- iPads and computer lab
- Math coach

Targeted Barriers to Achieving the Goal

- Shortages of time

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. Improve elaborations in writing essays.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writescore and WriteScore lessons, 6 Traits of Writing program, 30 Days to FCAT Writing program

Targeted Barriers to Achieving the Goal

- Limited knowledge and/or experience in effective elaborations in writing.

Plan to Monitor Progress Toward the Goal

students essays

Person or Persons Responsible

instructors and administration

Target Dates or Schedule:

student essays monthly and WriteScore essays quarterly

Evidence of Completion:

essays scored on effective elaborating

G6. Increase rigor in content area classes.

Targets Supported

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

Resources Available to Support the Goal

- SREB support. Trained NGCARPD teachers. State mandates.

Targeted Barriers to Achieving the Goal

- Resistance to change.

Plan to Monitor Progress Toward the Goal

Administrators and coaches will review lesson plans and conduct weekly classroom walkthroughs

Person or Persons Responsible

Administrators and coaches

Target Dates or Schedule:

Weekly

Evidence of Completion:

Walk-though summary and lesson plan review

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students achieving level 4 or 5 either maintain or gain levels.

G1.B1 Teachers and students are resistant to change especially if it requires more effort.

G1.B1.S1 All students that achieve a level 4 or 5 on FCAT for reading will be scheduled into honors classes, where ever possible. Honors classes will be rigorous enough to challenge our Level 4's and 5's to ensure gains.

Action Step 1

Person or Persons Responsible

Honors instructors

Target Dates or Schedule

Plan for deeper reading through NGCARPD strategies.

Evidence of Completion

Lesson plans, classroom walkthroughs, FCAT results.

Facilitator:

NGCARPD instructor or NEFEC.

Participants:

Honors instructors

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

Lesson plan review and walkthrough observation

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

Weekly

Evidence of Completion

CWT results and FCAT

Plan to Monitor Effectiveness of G1.B1.S1

Lesson plan review and classroom walk throughs (CWT)

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

Weekly

Evidence of Completion

CWTs summaries and FCAT results

G2. Strategically place level 2's in NGCAR-PD classes. Ensuring that appropriate instructors and students are enrolled in the correct classes.

G2.B1 Having the right teachers in place for CAR-PPD.

G2.B1.S1 Master schedule based on students data.

Action Step 1

CAR-PD trained teachers in content classes

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Before school begins

Evidence of Completion

Master schedule

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

We will revise the master schedule if needed at the end of the first semester.

Person or Persons Responsible

Administrators and reading coach

Target Dates or Schedule

End of semester

Evidence of Completion

Students in correct classes during second semester.

Plan to Monitor Effectiveness of G2.B1.S1

We will revise the master schedule if needed at the end of the first semester.

Person or Persons Responsible

Mr. McClellan & Guidance

Target Dates or Schedule

End of first semester

Evidence of Completion

Students in correct classes during second semester.

G2.B1.S2 Teachers will use three reading strategies school wide.

Action Step 1

Consistently observe in classes to ensure reading strategies are being used in the CAR-PD classes.

Person or Persons Responsible

Administrators

Target Dates or Schedule

throughout the school

Evidence of Completion

Electronic Classroom Walk Through Forms

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Monthly analyze electronic classroom walk through and test data. It will be discussed during the team leader meetings and coaching meetings at the end of every nine weeks.

Person or Persons Responsible

Administration, Reading coach, and School based leadership

Target Dates or Schedule

Throughout the year

Evidence of Completion

Students increasing their FCAT score to level 3 or higher.

Plan to Monitor Effectiveness of G2.B1.S2

Monthly analyze electronic classroom walk through and test data. It will be discussed during the team leader meetings and coaching meetings at the end of every nine weeks.

Person or Persons Responsible

Administration, Reading coach, and School based leadership

Target Dates or Schedule

Throughout the year

Evidence of Completion

Students increasing their FCAT score to level 3 or higher.

G2.B1.S3 Reading coach will model reading strategies in CAR-PD classes

Action Step 1

The reading coach will model reading strategies in CAR-PD classes.

Person or Persons Responsible

Reading coach

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Coaching logs

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Monthly analyze electronic classroom walk through and test data. It will be discussed during the team leader meetings and coaching meetings at the end of every nine weeks. FCIM data will be analyzed from the Social studies classes.

Person or Persons Responsible

Administration, Reading coach, and School based leadership

Target Dates or Schedule

Throughout the year

Evidence of Completion

Students increasing their FCAT score to level 3 or higher.

Plan to Monitor Effectiveness of G2.B1.S3

Monthly analyze electronic classroom walk through and test data. It will be discussed during the team leader meetings and coaching meetings at the end of every nine weeks. FCIM data will be analyzed from the Social studies classes.

Person or Persons Responsible

Administration, Reading coach, and School based leadership

Target Dates or Schedule

Throughout the year

Evidence of Completion

Students increasing their FCAT score to level 3 or higher.

G2.B1.S4 Administration will monitor implementation of reading strategies on a consistent basis.

Action Step 1

three reading strategies during pre-planning

Person or Persons Responsible

All CAR-PD teachers

Target Dates or Schedule

Pre-planning

Evidence of Completion

Pre-planning sign in sheets

Action Step 2

The reading strategies will be on a daily basis.

Person or Persons Responsible

All CAR-PD teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson plans and Electronic Classroom Walk Through Forms

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Monthly analyze electronic classroom walk through and test data. It will be discussed during the team leader meetings and coaching meetings at the end of every nine weeks. FCIM data will be analyzed from the Social studies classes.

Person or Persons Responsible

Administration, Reading coach, and School based leadership

Target Dates or Schedule

Throughout the year

Evidence of Completion

Students increasing their FCAT score to level 3 or higher.

Plan to Monitor Effectiveness of G2.B1.S4

Monthly analyze electronic classroom walk through and test data. It will be discussed during the team leader meetings and coaching meetings at the end of every nine weeks. FCIM data will be analyzed from the Social studies classes.

Person or Persons Responsible

Administration, Reading coach, and School based leadership

Target Dates or Schedule

Throughout the year

Evidence of Completion

Students increasing their FCAT score to level 3 or higher.

G3. Students have the ability to retain information read for comprehension, communicate effectively, and use science appropriate vocabulary to explain and interpret passages, diagrams, models and charts.

G3.B1 Students lack engagement of curriculum practice and during instruction. Students generate an environment counter conducive to learning. Teachers have a hard time maintaining class organization and forward momentum of content due to disruptive students.

G3.B1.S1 NG-CARPD

Action Step 1

All science teachers Utilize NG-CARPD

Person or Persons Responsible

All science teachers

Target Dates or Schedule

Each unit

Evidence of Completion

Feedback from reading coach

Facilitator:

Reading Coach

Participants:

Science teachers

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

Reading strategies

Person or Persons Responsible

All science teachers

Target Dates or Schedule

At least once a unit

Evidence of Completion

Science coach documentation

Plan to Monitor Effectiveness of G3.B1.S1

NG-CARPD

Person or Persons Responsible

All science teachers

Target Dates or Schedule

At least once a unit

Evidence of Completion

Fair score improvement

G3.B1.S2 Peer evaluations

Action Step 1

Develop rigorous assessments that utilize common core standards

Person or Persons Responsible

All science teachers

Target Dates or Schedule

Each unit

Evidence of Completion

Feedback from peer teachers

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

Peer evaluation

Person or Persons Responsible

All science teachers

Target Dates or Schedule

Every formal assessment

Evidence of Completion

Administrator evaluation

Plan to Monitor Effectiveness of G3.B1.S2

Peer assessment evaluation

Person or Persons Responsible

All science teachers

Target Dates or Schedule

Every unit assessment

Evidence of Completion

Students will have an 80 percent success in Biotechnology certification and an increased to 50 percent pass rate performance on.

G3.B1.S3 Kagan strategies

Action Step 1

Utilize Kagan strategies

Person or Persons Responsible

All science teachers

Target Dates or Schedule

At least once a unit

Evidence of Completion

Administrator walkthrough and lesson plan documentation

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Utilize Kagan strategies

Person or Persons Responsible

All science teachers

Target Dates or Schedule

At least once a unit

Evidence of Completion

All science teachers

Plan to Monitor Effectiveness of G3.B1.S3

Kagan strategies

Person or Persons Responsible

All science teachers

Target Dates or Schedule

At least once a week

Evidence of Completion

on the Biology EOC. less referrals from the science department.

G4. To increase the percentage of students passing the Algebra I EOC from 33% to 57%.

G4.B3 Shortages of time

G4.B3.S1 Have math coach assist with re-teaching. (Co-teaching or pull out)

Action Step 1

Will assist with re teaching students in small groups

Person or Persons Responsible

Math Coach

Target Dates or Schedule

At least one time per unit. More often if needed.

Evidence of Completion

FCIM Pre and Post Assessments and Coach's Log

Action Step 2

Will help identify specific students and or skills for the math coach.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

At least one time per unit. More often if needed.

Evidence of Completion

Coach's Log

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B3.S2 Have math coach help create hands on lessons

Action Step 1

Will find and/or create hands on activities for teachers to use in classroom.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

At least one time per unit. More often if needed.

Evidence of Completion

Teacher lesson plans, Coach's Log, Classroom walk throughs.

Action Step 2

Will organize materials and assist with classroom implementation, as needed.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

At least one time per unit. More often if needed.

Evidence of Completion

Teacher lesson plans, Coach's Log, Classroom walk throughs.

Action Step 3

Will help identify concepts for activities and use them in class.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

At least one time per unit. More often if needed.

Evidence of Completion

Teacher lesson plans, Coach's Log, Classroom walk throughs.

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B3.S4 Using Algebra Nation and other already created resources

Action Step 1

Will use technology in classroom. (iPad's, computers, Algebra Nation, Performance Matters, Pearson Success net, Discovery Education, graphing calculators, etc.)

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher lesson plans, Coach's Log, Classroom walk throughs.

Plan to Monitor Fidelity of Implementation of G4.B3.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B3.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B3.S7 Putting students in Algebra IA to give them more time

Action Step 1

Create Algebra IA and Intensive Math double block class.

Person or Persons Responsible

Curriculum Coordinator

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G4.B3.S7

Math coach will create testing calendar in advance and oversee that teachers are testing and using data in order to shape instruction. Administration will oversee that math coach is in the classroom assisting with re teaching.

Person or Persons Responsible

Math Coach, Curriculum Coordinator, and Principal

Target Dates or Schedule

This strategy will be monitored continuously throughout the school year.

Evidence of Completion

Lesson plans, coach's log, classroom walk through's, performance matters, FOCUS.

Plan to Monitor Effectiveness of G4.B3.S7

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. Improve elaborations in writing essays.

G5.B1 Limited knowledge and/or experience in effective elaborations in writing.

G5.B1.S1 Practice elaborating in paragraphs and essays.

Action Step 1

practice elaborating in paragraphs and essays

Person or Persons Responsible

9th, 10th and 11th grade English instructors

Target Dates or Schedule

weekly

Evidence of Completion

Writescore, classroom walkthroughs, peer reviewed essays, FL Writes.

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

review of lesson plans and observation during walkthroughs

Person or Persons Responsible

assistant principal

Target Dates or Schedule

weekly

Evidence of Completion

Writescore and classroom essays

Plan to Monitor Effectiveness of G5.B1.S1

essays

Person or Persons Responsible

assistant principal and instructors

Target Dates or Schedule

monthly

Evidence of Completion

essays scored for effective elaborating

G6. Increase rigor in content area classes.

G6.B1 Resistance to change.

G6.B1.S1 Train a cadre of teachers in literacy design collaborative from the varied content areas to introduce and lead the school in transitioning to common core.

Action Step 1

Train selected teachers in literacy design collaborative(LDC)

Person or Persons Responsible

SREB trainer

Target Dates or Schedule

Initial training: 2012-13 school year.

Evidence of Completion

5 lesson modules

Facilitator:

SREB Trainers

Participants:

Elias Paulk, Ginny Quackenbush, Lea Kalinowski, Caullette Hicks

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

Common core lessons in all classrooms

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Classroom walkthroughs and lesson plans

Plan to Monitor Effectiveness of G6.B1.S1

Common core modules, tasks and activities will be utilized on all classes

Person or Persons Responsible

administration

Target Dates or Schedule

weekly

Evidence of Completion

classroom walkthroughs and lesson plans

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

Title 1, Part A: Linton Hart spends one day a week at the high school supporting the guidance counselors contacting parents.

One math teacher is paid using SAI funds as are our summer school teachers.

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. Students achieving level 4 or 5 either maintain or gain levels.

G1.B1 Teachers and students are resistant to change especially if it requires more effort.

G1.B1.S1 All students that achieve a level 4 or 5 on FCAT for reading will be scheduled into honors classes, where ever possible. Honors classes will be rigorous enough to challenge our Level 4's and 5's to ensure gains.

PD Opportunity 1

Facilitator

NGCARPD instructor or NEFEC.

Participants

Honors instructors

Target Dates or Schedule

Plan for deeper reading through NGCARPD strategies.

Evidence of Completion

Lesson plans, classroom walkthroughs, FCAT results.

G3. Students have the ability to retain information read for comprehension, communicate effectively, and use science appropriate vocabulary to explain and interpret passages, diagrams, models and charts.

G3.B1 Students lack engagement of curriculum practice and during instruction. Students generate an environment counter conducive to learning. Teachers have a hard time maintaining class organization and forward momentum of content due to disruptive students.

G3.B1.S1 NG-CARPD

PD Opportunity 1

All science teachers Utilize NG-CARPD

Facilitator

Reading Coach

Participants

Science teachers

Target Dates or Schedule

Each unit

Evidence of Completion

Feedback from reading coach

G6. Increase rigor in content area classes.

G6.B1 Resistance to change.

G6.B1.S1 Train a cadre of teachers in literacy design collaborative from the varied content areas to introduce and lead the school in transitioning to common core.

PD Opportunity 1

Train selected teachers in literacy design collaborative(LDC)

Facilitator

SREB Trainers

Participants

Elias Paulk, Ginny Quackenbush, Lea Kalinowski, Caultette Hicks

Target Dates or Schedule

Initial training: 2012-13 school year.

Evidence of Completion

5 lesson modules

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G6.	Increase rigor in content area classes.	\$4,000
Total		\$4,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
District		\$0
School Improvement Grant		\$4,000
Total		\$4,000

Budget Details

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

G5. Improve elaborations in writing essays.

G5.B1 Limited knowledge and/or experience in effective elaborations in writing.

G5.B1.S1 Practice elaborating in paragraphs and essays.

Action Step 1

practice elaborating in paragraphs and essays

Resource Type

Evidence-Based Program

Resource

WriteScore: provides prompts, scoring, and instruction in student essays that are aligned with FL Writes.

Funding Source

District

Amount Needed

G6. Increase rigor in content area classes.

G6.B1 Resistance to change.

G6.B1.S1 Train a cadre of teachers in literacy design collaborative from the varied content areas to introduce and lead the school in transitioning to common core.

Action Step 1

Train selected teachers in literacy design collaborative(LDC)

Resource Type

Evidence-Based Program

Resource

School Improvement Grant

Funding Source

School Improvement Grant

Amount Needed

\$4,000