2013-2014 SCHOOL IMPROVEMENT PLAN

Riverview Learning Center

801 N WILD OLIVE AVE

Daytona Beach, FL 32118

386-258-4673

http://myvolusiaschools.org/alternative-education/pages/riverview-
and-highbanks-learning-centers.asp

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	77%

Alternative/ESE Center	Charter School	Minority Rate
Yes	No	58%

School Grades History

2013-14	2012-13	2011-12	2010-11
NOT GRADED			

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.

Table of Contents

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
Riverview Learning Center

Principal
Kevin Tucker

School Advisory Council chair
Heather Prince

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

Name	Title
Kevin Tucker	Principal
Michael Schervish	Assistant Principal
Trace Hines	Assistant Principal
Maurice Harrell	Teacher on Assignment
Michael Elmore	Assistant Principal

District-Level Information

District
Volusia

Superintendent
Dr. Margaret A Smith

Date of school board approval of SIP
12/10/2013

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

12 Community Members includes SAC Chair
Principal
2 Assistant Principals
5 Teachers
1 Support Staff

Involvement of the SAC in the development of the SIP

Following presentation of Early Warning Systems developed by the Bureau of School Improvement Differentiated Accountability Region 2, the SAC reviewed data regarding our specific students, heard input from teachers and students and came to consensus for the focus of this plan. Following a teacher work group session where the steps to accomplish the goals were ironed out, the SAC approved this plan unanimously

Activities of the SAC for the upcoming school year

School Advisory Council activities will revolve around greater communication with the membership with academic updates, budget updates, and principal/assistant principal reports. The SAC will review and approve the bylaws, examine aspects of the alternative education programs while developing the SIP and decide how to spend SAC funds to meet the SIP goals. The SAC committee will receive updates on the training and implementation of the State Standards, Common Core Standards as well as the continued VSET evaluation of teachers and their Developmental Professional Plan ties to the SIP. The SAC will be provided a presentation from the students on their needs for the Parent School Compact and will participate in the review and revision of them. The SAC will hear presentations from staff regarding curriculum, behavior management strategies, Why Try, Bullying Prevention Program among others.

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

Principal approved incentives to encourage course completions and regular attendance in the classrooms.at this time the allocation amount has not been released.
In addition to this, funds carried forward by Department of Corrections ($141.68) and the Volusia Detention Center ($166.15) will be available to support goals of the SIP as approved by SAC.

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

receiving effective rating or higher

Administrator Information:

Kevin Tucker		
Principal	Years as Administrator: 26	Years at Current School: 4

Credentials	BA Education MS Educational Leadership MS Science
Performance Record	2013 School Grade NA 2012 School Grade NA 2011 – School Grade NA 2010 – "A" School; AYP 90% (82%R/79%M; 66%/R/82% R; 66%R/73%M) 2009 – "A" School; AYP 95% (82%R/78%M; 71%R/71%M; 68%R/66%M) 2008 – "A" School; AYP 95% (81%R/78%M; 68%R/76%M; 57%R/70%M) Narrative: Prior to 2007 I was a highly qualified administrator who continually improved my leadership skills through ongoing professional development. I stove to provide quality leadership and support to my faculty and staff as we worked toward increasing student achievement.

Michael Elmore		
Asst Principal	Years as Administrator: 13	Years at Current School: 1

Credentials	BA Criminal Justice MA Emotionally Handicapped Modified Core Program in Educational Leadership Educational Leadership Certificate Emotionally Handicapped K-12 Certificate
Performance Record	2011-2012 - C School 2010-11 - B School, AYP 72% (62%R/53%M; 60%R/60%M; 59%R/65%M)* 2009-10 - B School, AYP 72% (69%R/62M; 55%R/63%M; 60%R/62%)* 2008-09 A School, AYP 72% (73%R/62%M, 65%R/59%M, 69%R/57%M)* 2007-08 A School, AYP 77% (71%R/63%M, 63%R/66%M, 62%R/64%M)* *Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M) 2006-7 Alternative Education Site - No School Grade, AYP No data Through the school years 2005-2006 to 2001-02 the assistant principal received an evaluation of meets expectation.

Tracy Hines		
Asst Principal	Years as Administrator: 14	Years at Current School: 4

Credentials	BA Elementary Ed MS Emotional Handicapped EdD Special Ed Leadershipt Educational Leadership Elementary Education Certification Emotionally Disabled Certification Specific Learning Disabilities
Performance Record	2013 – School Grade NA 2012 – School Grade NA 2011 – School Grade NA 2010 – AYP 59% (62%R/66%M; 66%R/68%M; 60%R/63%M) 2009 – AYP 67% (69%R/72%M; 63%R/68%M; 60%R/63%M) 2008 – AYP 67% (68%R/72%M; 62%R/7%M; 69%R/68%M) Narrative: Prior to 2007 I was a highly qualified administrator who continually improved my leadership skills through ongoing professional development. I stove to provide quality leadership and support to my faculty and staff as we worked toward increasing student achievement.

Michael Schervish		
Asst Principal	Years as Administrator: 18	Years at Current School: 14

Credentials	BS/Business MS/Ad/Super
Performance Record	2013: NA 2012: NA 2011: NA 2010 : NA 2009: NA 2008: NA 2007: NA Narrative: Prior to 2007, I was a highly qualified administrator at a middle school whose school grade was always an "A". I continually improved my leadership skills through ongoing professional development, I stove to provide quality leadership and support to my faculty and staff as we worked toward increasing student achievement.

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Janice Carnegie		
Part-time / School-based	Years as Coach: 1	Years at Current School: 2

Areas	Reading/Literacy
Credentials	BA English, (grades 6 - 12), Exceptional Student Education, Social Science, (grades 5 - 9), World Language - French, (grades K - 12), English For Speakers Of Other Languages (esol), (grades K - 12), Reading, Endorsement
Performance Record	2013 School Grade NA 2012 School Grade NA

Classroom Teachers

# of classroom teachers

31

 # receiving effective rating or higher

31, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

0, 0%

 # ESOL endorsed

8, 26%

 # reading endorsed

13, 42%

 # with advanced degrees

20, 65%

 # National Board Certified

0, 0%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

0, 0%

 # with 6-14 years of experience

7, 23%

 # with 15 or more years of experience

24, 77%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # 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

Administration will provide leadership opportunities, provide on-site staff development, support PLC activities, provide information regarding staff development activities available on-line and in the community, participate in district recruitment fair, teacher recognition, arrange classroom visitations
PLC Group Leaders will provide and support PLC activities and networking
Curriculum AP/Department Chairs will provide information regarding content area specific information
Reading Coach will provide individual and group staff development regarding literacy strategies

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

No pairs are needed at this time
Future pairs would provide mentoring opportunities
Teachers may access classroom visitations

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

The school's MTSS Leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialist, reading coach, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional

decisions; monitor and document the rate of academic and behavioral growth of all students; make adjustments in instructional technique for all students in the classroom through whole and small-group differentiated instruction, establish school-wide screening schedule, such as review of reading (FAIR Assessment, SRI, Odyssey pre-post assessments) and math data minimally three times per year to identify each student's level of proficiency; document interventions and measured growth in the academic improvement plan (AIP) and/or the behavioral intervention plan (BIP) and identify students who continue to lag behind the group on critical measures of performance for additional supports. The MTSS/RtI team works in conjunction with the Professional Learning Communities (PLC), the Problem Solving Team (PST) and the ESE Behavioral Support Team (BST), review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at-risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectation, enrichment activities are in place to ensure acceleration of learning. Based on the above information, the leadership team, teachers and SAC will identify priority needs for SIP. These needs will drive professional development and allocaiton of resources. The team will solve, share effective practices, evaluate implementation, make decisions and practice new process and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

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

The Problem Solving/MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, Tier 2, and Tier 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systematic approach to teacher (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and aligned processes and procedures.

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

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation, Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)
End of Year: FAIR, FCAT
Frequency of Data Days: Monthly for data analysis or as determined by the principal

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

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:

Students in our regional detention facility and in our residential program (G4S) are provided extended year education programs that operate throughout traditional holiday periods and summer. These programs are designed to maximize student access to self-paced curriculum for advancement or retrieval of credits. Additionally, literacy programs are in place year-round to expand student reading and writing skills. Students at Riverview and Highbanks that qualify for summer programs are returned to their zoned schools plan for opportunities.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Janice Carnegie	Reading Coach
Michael Elmore	ESE Assistant Principal
Trace Hines	Assistant Principal
Michael Schervish	Assistant Principal
Kevin Tucker	Principal
CJ Allen	ELA Teacher G4S
Carol Downing	ELA Teacher SMC
Dan Jack	ELA Teacher DOC
Natalie Rooney	ELA Teacher VDC
Maggie Cotto	ELA Teacher Riverview
Jodie Hartshaw	ELA TEacher Highbanks

How the school-based LLT functions

The Literacy Leadership Team will meet quarterly for improving literacy for all students; making decisions about best practices for literacy instruction; enhancing the literacy environment; and building a literacy culture through collegiality and collaboration with a shared vision of good teaching by discussion about the criteria of good teaching. The focus of the Literacy Leadership Team will be to transfer teacher learning into the classroom for a positive impact on the students.

Major initiatives of the LLT

Major initiatives for the Literacy Leadership Team this year will be the analysis of qualitative/quantitative student data (i.e. reviewed regularly to understand/track all students' learning and progress through writing samples; observations; ongoing informal and formal assessments and intensive writing integration). The LLT will assist in the understanding and implementation of the Common Core State Standards. The LLT will also encourage professional study for teachers through professional books and internet sites

Every Teacher Contributes to Reading Instruction

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

DJJ sites and SMC have the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers integrate Common Core Literacy Standards into their content-specific curriculum to support their students' critical reading and writing skills.

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

All school sites offer students elective courses in business, technology, and/or career study. Many of these courses focus on job skills. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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

Each sites counselor meets with students to review graduation requirements and develop a course of student designed to meet the individual needs of the student future goals.

Strategies for improving student readiness for the public postsecondary level

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the zone school and district level: Dual Enrollment Early College Career Academies High School Showcase Career and Technical Education Classes Advanced Placement Opportunities IB College Expo Making High School Count Programs Making College Count Programs College Tours College Rep Visits

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				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

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	*[data excluded for privacy reasons]*		66%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		33%

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)			

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.			

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			
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		66%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		33%

Learning Gains

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

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.			

Algebra I End-of-Course (EOC) Assessment

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

Geometry End-of-Course (EOC) Assessment

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

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		66%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		33%

Biology I End-of-Course (EOC) Assessment

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

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)	0		1
Participation in STEM-related experiences provided for students	0		

High Schools

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

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	20		
Passing rate (%) for students who take CTE industry certification exams		15%	5%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1		

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	0		
Students in ninth grade with one or more absences within the first 20 days	0		
Students in ninth grade who fail two or more courses in any subject	12	40%	30%
Students with grade point average less than 2.0	78	69%	60%
Students who fail to progress on-time to tenth grade	23	53%	50%
Students who receive two or more behavior referrals	341	45%	
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	354	47%	

Graduation

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

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

Please reference our comprehensive Parent Involvement Plans

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Students attending alternative education programs are at risk for dropping out due to lack of credits. 70% of students in our classes will be on track to successfully complete coursework.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Passing Quarter grades 70% of the population of students enrolled in courses or better	NA	NA%	70%

Goals Summary

G1.   70% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with a passing grade.

Goals Detail

G1. 70% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with a passing grade.

Targets Supported

- Reading (FCAT2.0, FAA)

- Writing

- Math (Elementary and Middle FCAT 2.0, High School FAA)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Reduced teacher pupil ration full staff involvement

- Reading coach as some sites

- Full staff involvement

- Orientation to program provided by placement specialists

- ESE AP

- Read 180 for Tier 1 students/Reading Edge for Tier 2 students/Odyssey Skills for Reading practice

- Student engagement through relevant competency based self-paced materials

- Students need to successfully complete program

Targeted Barriers to Achieving the Goal

- Students are poor readers

- Students lack positive relationships building skills with adults

- Students have missed relevant learning opportunities

Plan to Monitor Progress Toward the Goal

Track quarterly completion rates

Person or Persons Responsible
Administration and Teachers

Target Dates or Schedule:
Each quarter

Evidence of Completion:
Completed Charts

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. 70% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with a passing grade.

G1.B1 Students are poor readers

G1.B1.S1 Build vocabulary

Action Step 1

Provide explicit instruction when introducing new vocabulary - I do phase

Person or Persons Responsible

Teachers, School Counselors

Target Dates or Schedule

daily

Evidence of Completion

Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks - They do phase

Facilitator:

Hines/Carnegie, Cotto/Elmore, Hartshaw/Schervish and staff

Participants:

All instructional personnel

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

Classroom coaching and follow up

Person or Persons Responsible

Administrators, Reading Coach

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher's use of strategy

Plan to Monitor Effectiveness of G1.B1.S1

Administrative walk through or classroom observation to target vocabulary instruction

Person or Persons Responsible

Administrators

Target Dates or Schedule

At least quarterly starting with the 2nd quarter

Evidence of Completion

VSET documentation

G1.B1.S2 Utilize text dependent question stems tool developed by Archer Israel

Action Step 1

Teachers will utilize text dependent question tool to increase student comprehension

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

4th quarter

Evidence of Completion

Teachers utilizing tool within their classrooms

Facilitator:

Janice Carnegie/Trace Hines Mike Schervish/Jodi Hartshaw

Participants:

All instructional personnel

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Classroom coaching and follow up

Person or Persons Responsible

Administrators, Reading Coach

Target Dates or Schedule

Throughout the remainder of the school year

Evidence of Completion

Teachers use of the tool

Plan to Monitor Effectiveness of G1.B1.S2

Administrative walk through or classroom observation focus on text dependent questioning

Person or Persons Responsible

Administrative Team & Reading Coach

Target Dates or Schedule

4th Quarter

Evidence of Completion

Walk through data and coaching notes reflect teachers utilizing tool

G1.B4 Students lack positive relationships building skills with adults

G1.B4.S1 Positively reinforce each student daily using contingent and non-contingent praise, Model positive behaviors for the students to emulate, Teachers make positive phone calls to parents on a regular basis

Action Step 1

Use non-contingent praise

Person or Persons Responsible

All adults

Target Dates or Schedule

Daily

Evidence of Completion

Behavior Observations

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Classroom Coaching and follow up

Person or Persons Responsible

Administrators Reading Coach

Target Dates or Schedule

Throughout the school ye

Evidence of Completion

Teachers providing reinforcement, modeling positive behaviors and follow up with parents

Plan to Monitor Effectiveness of G1.B4.S1

Multiple walk-throughs targeting environment of respect and rapport

Person or Persons Responsible

Administrators

Target Dates or Schedule

at least quarterly beginning in 2nd quarter

Evidence of Completion

Observed behavior

G1.B9 Students have missed relevant learning opportunities

G1.B9.S1 Utilizing gradual release method provide students access to self-paced, competency based curriculum

Action Step 1

Provide staff development and follow up coaching of gradual release model

Person or Persons Responsible

Administration, Reading Coach & select teachers

Target Dates or Schedule

Early release days and as needed in the classroom

Evidence of Completion

Teacher participation in staff development

Facilitator:

Administrators/Reading Teachers/Reading Coach and selected staff

Participants:

All instructional personnel

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Classroom coaching and follow up

Person or Persons Responsible

Administrators, Reading Coach & select teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teachers utilizing gradual release method, Students accessing courses

Plan to Monitor Effectiveness of G1.B9.S1

Multiple walk-throughs targeted for gradual release use

Person or Persons Responsible

Administrators

Target Dates or Schedule

At least quarterly beginning in the second quarter

Evidence of Completion

VSET documentation

G1.B9.S2 Establish goals for students to reach on a daily, weekly basis

Action Step 1

Set goals with students to reach quarter goals. Teach and model goal setting process using gradual release.

Person or Persons Responsible

Content area teachers working with students

Target Dates or Schedule

Daily in class with benchmarks every 3 weeks

Evidence of Completion

Passing quarterly grade

Facilitator:

Site administrators with support of key staff

Participants:

All teachers, coach and school counselors

Plan to Monitor Fidelity of Implementation of G1.B9.S2

Monitor student success

Person or Persons Responsible

Team Leaders

Target Dates or Schedule

Weekly

Evidence of Completion

Student work

Plan to Monitor Effectiveness of G1.B9.S2

Provide feedback to teachers

Person or Persons Responsible

Administrators

Target Dates or Schedule

At 3 week, 6 week and final time period in quarter

Evidence of Completion

Completion Charts

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

Under Title I Part A, our schools work with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Under Part D, Neglected and Delinquent Youth are provided with supports to access instruction in their residential settings.

Programs supported by Title I in Alternative Education include: Academic Coach for the purpose of comprehensive staff development, Reading Intervention Teachers to provide interventions for students in need Transition Specialist to facilitate transition counseling services for exiting students back into the district schools with a transition plan to ensure academic and social success, Technology specialist to coordinate use of software and hardware to enhance instruction, System Operators for the purpose of monitoring compliance with district curriculum guidelines Paraprofessionals for support in the classroom Supplemental materials and supplies needed to close the achievement gap Supplemental funds for on-going staff development as determined by the results of FCAT data.

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. 70% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with a passing grade.

G1.B1 Students are poor readers

G1.B1.S1 Build vocabulary

PD Opportunity 1

Provide explicit instruction when introducing new vocabulary - I do phase

Facilitator

Hines/Carnegie, Cotto/Elmore, Hartshaw/Schervish and staff

Participants

All instructional personnel

Target Dates or Schedule

daily

Evidence of Completion

Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks - They do phase

G1.B1.S2 Utilize text dependent question stems tool developed by Archer Israel

PD Opportunity 1

Teachers will utilize text dependent question tool to increase student comprehension

Facilitator

Janice Carnegie/Trace Hines Mike Schervish/Jodi Hartshaw

Participants

All instructional personnel

Target Dates or Schedule

4th quarter

Evidence of Completion

Teachers utilizing tool within their classrooms

G1.B9 Students have missed relevant learning opportunities

G1.B9.S1 Utilizing gradual release method provide students access to self-paced, competency based curriculum

PD Opportunity 1

Provide staff development and follow up coaching of gradual release model

Facilitator

Administrators/Reading Teachers/Reading Coach and selected staff

Participants

All instructional personnel

Target Dates or Schedule

Early release days and as needed in the classroom

Evidence of Completion

Teacher participation in staff development

G1.B9.S2 Establish goals for students to reach on a daily, weekly basis

PD Opportunity 1

Set goals with students to reach quarter goals. Teach and model goal setting process using gradual release.

Facilitator

Site administrators with support of key staff

Participants

All teachers, coach and school counselors

Target Dates or Schedule

Daily in class with benchmarks every 3 weeks

Evidence of Completion

Passing quarterly grade

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Details

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

G1. 70% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with a passing grade.

G1.B1 Students are poor readers

G1.B1.S1 Build vocabulary

Action Step 1

Provide explicit instruction when introducing new vocabulary - I do phase

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B1.S2 Utilize text dependent question stems tool developed by Archer Israel

Action Step 1

Teachers will utilize text dependent question tool to increase student comprehension

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B9 Students have missed relevant learning opportunities

G1.B9.S1 Utilizing gradual release method provide students access to self-paced, competency based curriculum

Action Step 1

Provide staff development and follow up coaching of gradual release model

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed