



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Vernon High School
3232 MOSS HILL RD
Vernon, FL 32462
850-535-2046
<http://vhs.wcsdschools.com>

School Demographics

School Type

High School

Title I

Yes

Free and Reduced Lunch Rate

41%

Alternative/ESE Center

No

Charter School

No

Minority Rate

26%

School Grades History

2013-14

B

2012-13

A

2011-12

C

2010-11

B

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	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	15
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
Part III: Coordination and Integration	39
Appendix 1: Professional Development Plan to Support Goals	40
Appendix 2: Budget to Support Goals	46

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

Vernon High School

Principal

Brian Riviere

School Advisory Council chair

Leonard Dean

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

Name	Title
Brian Riviere	Principal
Lora Barnes	Assistant Principal
Sarah Strickland	Guidance Counselor
Sally Brock	English Teacher
Charles Brown	Social Studies Teacher
Donna Keith	Science Teacher/Agriculture
Erika Dotson	Librarian
Niki Seley	Math Teacher
Sabrina Woods	Science Teacher

District-Level Information

District

Washington

Superintendent

Mr. Joseph Taylor

Date of school board approval of SIP

10/14/2013

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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, high school students, parents, community citizens, and business partners who are representative of the ethnic, racial, and economic community that is served by Vernon High School

Involvement of the SAC in the development of the SIP

Meeting with the SAC to provide information on the school needs and to determine what the council sees is necessary for the student/and school to improve student data and communication between all stackholders

Activities of the SAC for the upcoming school year

Parent night activities, College and Career nights, and Parent information nights. Quarterly meetings are held to discuss the needs of the students and approve funding of student/school needs as the council sees fit.

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

Parent night activities - \$500.00

Educational trips for increased student knowledge and awareness - \$500

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Brian Riviere		
Principal	Years as Administrator: 6	Years at Current School: 4
Credentials	BS Degree Elementary Education MS degree Elementary Education	
Performance Record	Principal of VHS in 2012-2013 - Grade: Pending: Reading Mastery: 41%, Math Mastery: Alg EOC 47%; GEO EOC 77%, Science Mastery: BIO EOC 59%, Writing Mastery 45%, Bottom Quartile Gains: 79% reading gains for the bottom quartile and 81% math gains in bottom quartile. Principal VHS in 2011-2012 - Grade: C; Reading Mastery: 40%, Math Mastery 62%; 61 reading gains for the bottom quartile, and 58 learning gains in math bottom quartile. Principal VHS in 2010-2011: Grade: B, Reading mastery 40%, Math Mastery 86%, Science Mastery 51%, Writing mastery: 79%, 51% made learning gains in reading, 80% made learning gains, 50% of lowest quartile made learning gains in reading, 67% of lowest quartile made gains in math. Assistant Principal of VHS Nov. 2009-2010, Grade : C Reading mastery 47%, Math mastery 71%, Science Mastery 39%, Writing mastery 83%, 47% made learning gains in reading, 74% made learning gains in math. 29% of lowest quartile made learning gains in reading, 49 % of lowest quartile made learning gains in math, AYP: 72%, Black and SWD did not make AYP in reading, math or science. July 2008- Nov 2009: Chipley High School: Grade D, C	

Lora Barnes		
Asst Principal	Years as Administrator: 8	Years at Current School: 1
Credentials	Bachelor of Arts in Elementary Education Masters in Educational Leadership ESOL Endorsed Middle grades integrated	
Performance Record	Assistant Principal VHS - No DATA (at another school) July 2010- July 2013 - Assistant Principal Chipley High School: Grade :B, C, Pending	

Instructional Coaches

# of instructional coaches	2
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Lajuana Malloy		
Full-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	Mathematics, Science, Data, RtI/MTSS	
Credentials	Bachelors of Elementary Education Master in Reading/Language Arts Certification in ESE Reading Endorsed ESOL Endorsed	
Performance Record		

Jennifer Kincaid		
Part-time / School-based	Years as Coach: 4	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelors: Social Work Masters: Reading and Language Arts Certified in English 6-12 Certified in School Social Work Reading Endorsed	
Performance Record		

Classroom Teachers

# of classroom teachers	27
# receiving effective rating or higher	0%
# Highly Qualified Teachers	96%
# certified in-field	26, 96%
# ESOL endorsed	6, 22%
# reading endorsed	6, 22%
# with advanced degrees	4, 15%
# National Board Certified	0, 0%
# first-year teachers	3, 11%

with 1-5 years of experience

10, 37%

with 6-14 years of experience

5, 19%

with 15 or more years of experience

9, 33%

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

Principal - maintain regular communication and contact with new teachers; Solicit referrals from current employees; Partner new teacher with veteran staff through the county's mentoring program.
 Assistant Principal - Partner new teacher with veteran staff through the county's mentoring program;
 Professional development opportunities are offered through out the year.

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

The mentoring program is offered through the county office and the teachers meet once a month to discuss expectations and review effective strategies for classroom management and lesson plans. Teachers are paired up with teachers of the same subject area. Academic Analysts for the District are responsible for covering each domain of the current evaluation instrument with these beginning teachers and supplying them resources for each. Academic Specialists then follow up on the face to face contract on campus for these teachers as well.

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

Baseline Data: Progress monitoring and reporting network (FAIR), Write Score, most recent data from FCAT 2.0 and EOC's, and Discovery Ed in Math and Science

Progress Monitoring: FAIR FCAT simulation(Florida Achieves, FCAT Explorer, Read 180)

Midyear: FAIR, Write Score, Florida Writes, and Discovery Education in Math and Science

End of year: FAIR, Write Score, Discovery Education, FCAT 2.0 and EOC's, District Baseline Assessment

Our district data system, performance matters, provides a universal source for teachers, administrators, and stakeholders to access most of the above listed data.

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

Brian Riviere, Principal - provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing RTI, conducts assessment of school staff, ensures implementation of federal, state, and district guidelines, provides opportunity for adequate professional development and support, communicates with parents, students, and stakeholders.

Lora Barnes, Assistant Principal - Manages the implementation of RTI at the school level, supports implementation of federal, state, and district guidelines, assists in providing professional development and support, ensures communication between team members and stakeholders is open and timely.

Sarah Short, Guidance - facilitates and supports data collection activities; assists in data analysis; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans

Bobbi Pinkston, English Department; Niki Seley, Math Department; Sabrina Woods, Science Department; Monica Rehberg, ESE Department; General Education teachers: provides information about core instruction, participates in student data collection, delivers Tier 1 Instruction/Intervention, collaborates with other staff to Implement Tier 2 interventions, and integrates Tier 1 with Tier 2 and 3 instruction and materials.

Function:

The RTI Leadership Team will meet once a monthly throughout the year to engage in the following activities: Review screening data and connect to instructional decisions; review progress monitoring data at grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will identify professional development and resources. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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

THE RTI leadership team is directly involved in developing and implementing the school improvement plan. The team provides data on Tier 1, 2, and 3 targets; academic areas that need to be addressed; help set clear expectations for instruction; facilitate the development of a systematic approach to reading; and align processes and procedures.

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

The use of Performance matters to analyze the performance of students overtime.

Focus to analyze performance, attendance, and discipline overtime.

FAIR to analyze data of students overtime.

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

The team will participate in professional development opportunities as they become available by the state and/or district. The team will be monitored by administration and the district will provide additional support.

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:

VHS offers a summer camp for Algebra EOC retake students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected through the results of the EOC retake test.

Who is responsible for monitoring implementation of this strategy?

Brian Riviere - Principal
Lora Barnes - Assistant Principal
Niki Seley - Math teacher

Literacy Leadership Team (LLT)

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

Name	Title
Brian Riviere	Principal
Lora Barnes	Assistant Principal
Sarah Short	Guidance
Jennifer Kincaid	Literacy Coach
Lajuana Malloy	Academic analyst
Sally Brock	English teacher
Rachel Thomas	Reading teacher
Charles Brown	Social Studies teacher
Dyann Seldon	Math teacher
Donna Keith	Science teacher
Melba Harcus	Career/Technical teacher

Name	Title
Monica Rehberg	ESE teacher

How the school-based LLT functions

The LLT will support reading instruction for the entire school by disaggregating data to help drive the reading curriculum, participation in professional development areas of need, and reporting back to their departments for follow up. The team will serve as leaders for the school community in the area of reading by promoting student achievement programs. The LLT will meet once a month to do professional development on Common Core Standards, using a common core focus calendar that was developed by the Literacy Coach. The LLT members will then return to their corresponding departments to share the PD with their team members.

Major initiatives of the LLT

The LLT will be focused on targeting AYP subgroups who were not proficient the previous year. This subgroup includes economically disadvantaged students. The team will also target bubble students. The LLT's major initiative will include components from Common Core. The timeline is as follows: August/September: Overview of CIS - timeline, resources, introductory activity.; October: text complexity and close reading; November: text-based questions and writing to discuss and share; December/January: Text Exemplar Implementation; February: develop a common writing rubric for short and extended responses; March - May: action planning for upcoming year.

Every Teacher Contributes to Reading Instruction

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

Every teacher will serve on a minimum of one school-wide reading initiative team. I.E. Literacy Leadership Team, Response to Intervention Team, Kagan Cooperative Learning Team, Spring Board Team, Advanced Placement Teacher Team, CIS Training, and/or grade level team.

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

We are merging our curriculum to the Common Core State Standards. The Project Lead the Way high school STEM education programs provide inspiration for a new generation of innovators, the practical skills and hands-on experience to make students' knowledge count in the real world, the basis for the next generation of leadership in the sciences, technology, engineering, and mathematics. PLTW develops motivated, well-rounded students by instilling confidence, stressing the importance of self discovery, encouraging innovative problem solving and critical thinking, teaching team building and rewarding creativity.

Students will develop skills necessary for achievement in the classroom and success in college and work.

We offer courses in engineering, biomedical sciences, agriculture program, business program, and CTE courses that lead to industry certification in computer programming.

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

Through registration, College/Career nights, and following the graduation guideline from the state.
Guidance counselor discussing career and education options.
ePEP for student
facts.org

Strategies for improving student readiness for the public postsecondary level

We encourage parent and community involvement, mentor programs, Talent Search, STEM, AP courses, and dual enrollment opportunities through Colleges and Washington/Holmes Technical Center.

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	54%	39%	No	59%
American Indian				
Asian				
Black/African American	36%	3%	No	42%
Hispanic				
White	58%	34%	No	62%
English language learners				
Students with disabilities	27%	2%	No	34%
Economically disadvantaged	55%	31%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	39%	55%
Students scoring at or above Achievement Level 4	48	24%	35%

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)	100	50%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	50	72%	85%

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)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

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.	79	19%	25%

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	45	45%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		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	42%	65%	Yes	48%
American Indian				
Asian				
Black/African American				
Hispanic				
White	47%	54%	Yes	52%
English language learners				
Students with disabilities				
Economically disadvantaged	35%	47%	Yes	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

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.	83	64%	69%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	47%	52%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	77%	80%
Students scoring at or above Achievement Level 4	33	38%	43%

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	59%	65%
Students scoring at or above Achievement Level 4	15	16%	20%

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)	3		4
Participation in STEM-related experiences provided for students	4	80%	85%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	57	11%	16%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	57	11%	16%
CTE-STEM program concentrators	3		3
Students taking CTE-STEM industry certification exams	57	11%	16%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	21	5%	10%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	21	5%	10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	21	100%	100%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators	2	30%	30%
CTE teachers holding appropriate industry certifications	1	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	133	31%	21%
Students in ninth grade with one or more absences within the first 20 days	62	47%	20%
Students in ninth grade who fail two or more courses in any subject	7	5%	2%
Students with grade point average less than 2.0	43	10%	5%
Students who fail to progress on-time to tenth grade	4	3%	1%
Students who receive two or more behavior referrals	96	23%	18%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	33	7%	4%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	2	2%	0%
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)	79	100%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	21	100%	100%
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

Parents will be knowledgeable of their child's academic history and actively involved in determining their academic schedule and in monitoring their coursework each year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parent Involvement	200	47%	60%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
---------------	----------------------	----------------------	----------------------

Goals Summary

- G1.** All Algebra teachers will receive professional development in the 8 Mathematical Practices tied to Common Core State Standards in conjunction with their current Next Generation Sunshine State Standards and implement these in instructional practices
- G2.** Geometry teachers will receive professional development on the 8 Mathematical Practices tied to Common Core State Standards in conjunction with their Next Generation Sunshine State Standards and begin to implement these in their instructional practices.
- G3.** Biology teachers will receive professional development in the Comprehension Instructional Sequence(CIS) model to help improve instruction for students in their content reading.
- G4.** All teachers will transition to ELA/Literacy CCSS. Content area teachers will support literacy skills introduced in ELA classes by using the Comprehension Instructional Sequence model to teach content specific, grade appropriate, complex text.

Goals Detail

G1. All Algebra teachers will receive professional development in the 8 Mathematical Practices tied to Common Core State Standards in conjunction with their current Next Generation Sunshine State Standards and implement these in instructional practices

Targets Supported

- Algebra 1 EOC
- STEM - High School

Resources Available to Support the Goal

- Technology that consists of websites available for instruction and practice for students, professional development for teachers on improving instructional strategies and student engagement(ex: Discovery Education, PD360)
- Use of instructional coach to assist in lesson planning, instructional practice and classroom management to improve student engagement, higher order questioning and problem solving(Ex: Hands on Equations, Cooperative Learning Structures)
- Common Planning Time
- Common pacing guide to help maintain appropriate use of all instructional time and efforts.

Targeted Barriers to Achieving the Goal

- Student motivation and attendance
- Appropriate time to work with instructional coach, administrator and colleagues on improving instructional practices and to implement strategies being developed.
- Students being able to think critically and use higher order thinking skills(higher order questioning)
- Student understanding of basic, fundamental math concepts that have not been mastered in previous mathematical opportunities.(Ex: basic multiplication/division, calculator use, etc)

Plan to Monitor Progress Toward the Goal

Discovery Education Benchmark Assessments three times this school year for Progress Monitoring
Documentation of professional development opportunities Maintenance and continuous use of Data Notebook

Person or Persons Responsible

Teachers assigned to students Instructional Coach

Target Dates or Schedule:

Three Windows(Assessed in September, December, March) Monthly(professional development)

Evidence of Completion:

DEA Reports maintained in Data Notebook Data Notebook Sign in and agendas of Professional Development opportunities

G2. Geometry teachers will receive professional development on the 8 Mathematical Practices tied to Common Core State Standards in conjunction with their Next Generation Sunshine State Standards and begin to implement these in their instructional practices.

Targets Supported

- Geometry EOC
- STEM - High School

Resources Available to Support the Goal

- Websites for students to access for extra practice of concepts taught in classroom instruction (Ex: Khan academy, Discovery Education, PD 360, Teachscape)
- Academic Analyst/Instructional Coach to help facilitate full implementation of lesson that incorporate Common Core Math Practices
- Common Planning Time
- Common Pacing Guide to facilitate appropriate use of Instructional time and efforts and maintain fidelity of instruction and provide evidence of practices implemented.

Targeted Barriers to Achieving the Goal

- Appropriate time for teachers to meet with analyst/coach to implement strategies trained
- Assessments that meet the higher order thinking skills and expectations of Common Core State Standards and that include higher order, rigorous questions.

Plan to Monitor Progress Toward the Goal

Discovery Education Benchmark Assessment Progress Monitoring

Person or Persons Responsible

Teachers of instruction for students in the tested area Instructional Coach

Target Dates or Schedule:

Three testing windows for progress monitoring(September, December and March)

Evidence of Completion:

DEA reports maintained in Data Notebook

G3. Biology teachers will receive professional development in the Comprehension Instructional Sequence(CIS) model to help improve instruction for students in their content reading.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Progress monitoring through Discovery Education
- Websites to help teachers and students with instructional practice and extension or remediation of lesson from classroom instruction(Ex: Discovery Education,)
- Instructional coaches to help facilitate lesson planning, higher order questioning, cooperative learning structures, progress monitoring data, work with text complexity and strategies to improve reading comprehension in the content.

Targeted Barriers to Achieving the Goal

- Weak assessments from prior science content areas

Plan to Monitor Progress Toward the Goal

Discovery Education Benchmark Assessment Progress Monitoring

Person or Persons Responsible

Teacher of Instruction Instructional Coach

Target Dates or Schedule:

Three times this school term(September, December and March)

Evidence of Completion:

Completed DEA reports maintained in data notebook

G4. All teachers will transition to ELA/Literacy CCSS. Content area teachers will support literacy skills introduced in ELA classes by using the Comprehension Instructional Sequence model to teach content specific, grade appropriate, complex text.

Targets Supported

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

Resources Available to Support the Goal

- Informational Text Sources, Support in Implementation of the CIS model

Targeted Barriers to Achieving the Goal

- Progress Monitoring

Plan to Monitor Progress Toward the Goal

Progress Monitoring Data, State Test results

Person or Persons Responsible

Brian Riviere

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data Analysis

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All Algebra teachers will receive professional development in the 8 Mathematical Practices tied to Common Core State Standards in conjunction with their current Next Generation Sunshine State Standards and implement these in instructional practices

G1.B2 Appropriate time to work with instructional coach, administrator and colleagues on improving instructional practices and to implement strategies being developed.

G1.B2.S1 Use of Early Release days to hold professional development

Action Step 1

Meeting to work on lessons that incorporate 8 Mathematical Practices

Person or Persons Responsible

Teachers and Analyst

Target Dates or Schedule

Monthly(immediately after school or minimally during common planning)

Evidence of Completion

sign in sheet/agenda Lesson Plans to show evidence of lesson taught observation of lesson

Facilitator:

Academic Analyst(Malloy)

Participants:

Algebra I teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 Students being able to think critically and use higher order thinking skills(higher order questioning)

G1.B3.S1 Work with teachers to include higher order question on assessments

Action Step 1

CPALMS training

Person or Persons Responsible

All Algebra Teachers

Target Dates or Schedule

By end of October, 2013

Evidence of Completion

Examples of Assessments Agenda and Sign in sheet Examples of resources utilized including, but not limited to lesson plan templates, use of videos, course descriptions or standards

Facilitator:

Academic Analyst and Academic Specialist

Participants:

All Algebra teachers

Action Step 2

Create assessments which include higher order questions and or extended response opportunities

Person or Persons Responsible

Teachers

Target Dates or Schedule

based on assessment schedule from pacing guide

Evidence of Completion

hard copies or examples of assessment turned into administrator regularly

Facilitator:

Academic Analyst

Participants:

Algebra I teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4 Student understanding of basic, fundamental math concepts that have not been mastered in previous mathematical opportunities.(Ex: basic multiplication/division, calculator use, etc)

G1.B4.S1 Using "Hands on Equations" to work with students(whole class and small group) who have difficulty mastering equation solving.

Action Step 1

Train the teacher to use Hands on Equations

Person or Persons Responsible

Academic Analyst(Malloy)

Target Dates or Schedule

By mid October

Evidence of Completion

Sign in sheet of participants and agenda

Facilitator:

LaJuana Malloy

Participants:

Jessica Haid(Algebra I) and Dyann Seldon(ESE Algebra I)

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4.S2 Using bell ringers to reinforce basic multiplication, division and fractions.

Action Step 1

Creation of bell ringer activities to reinforce basic fundamental math concepts(ex: multiplication, division and fractions)

Person or Persons Responsible

Algebra I I teachers

Target Dates or Schedule

weekly

Evidence of Completion

examples of bell ringers(hard copies) observations

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Geometry teachers will receive professional development on the 8 Mathematical Practices tied to Common Core State Standards in conjunction with their Next Generation Sunshine State Standards and begin to implement these in their instructional practices.

G2.B4 Assessments that meet the higher order thinking skills and expectations of Common Core State Standards and that include higher order, rigorous questions.

G2.B4.S1 Create assessments containing higher order questions and/or performance tasks

Action Step 1

Work on developing assessments that include higher order questions and/or performance tasks that include rubrics for grading

Person or Persons Responsible

All Geometry Teachers

Target Dates or Schedule

By end of October, 2013

Evidence of Completion

Hard copies/examples of assessments turned into administrator on regular basis Sign in sheet and agenda for time spent working together

Facilitator:

Academic Analyst

Participants:

All Geometry Teachers

Action Step 2

CPALMS

Person or Persons Responsible

All Geometry Teachers

Target Dates or Schedule

Completed by end of October, 2013

Evidence of Completion

Sign in and agenda Examples/hard copies of resources, course description, standards or lesson plans used from this website

Facilitator:

Academic Analyst and Academic Specialist

Participants:

All Geometry teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Biology teachers will receive professional development in the Comprehension Instructional Sequence(CIS) model to help improve instruction for students in their content reading.

G3.B1 Weak assessments from prior science content areas

G3.B1.S1 Teachers work to create assessments that include more higher order questions and opportunities for extended response

Action Step 1

Training on assessments that include higher order questions and performance tasks that include rubrics development for grading.

Person or Persons Responsible

All science teachers(physical science, Biology and Chemistry)

Target Dates or Schedule

To begin by Mid October and to be done monthly

Evidence of Completion

hard copies or examples of assessments turned into administrator

Facilitator:

Academic Analyst

Participants:

Science teachers

Action Step 2

CPALMS training

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

October, 2013

Evidence of Completion

Sign in sheet/agenda Examples of course description, lessons and resources used from website

Facilitator:

Academic Analyst and Academic Specialist

Participants:

All science teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. All teachers will transition to ELA/Literacy CCSS. Content area teachers will support literacy skills introduced in ELA classes by using the Comprehension Instructional Sequence model to teach content specific, grade appropriate, complex text.

G4.B1 Progress Monitoring

G4.B1.S1 Data Notebook, Follow-Up Portfolio

Action Step 1

Literacy Support Portfolio

Person or Persons Responsible

Principal, Academic Specialist, Assistant Principal, Academic Analyst

Target Dates or Schedule

Teachers will meet monthly and on early release days

Evidence of Completion

Complete data notebook, Completed literacy support portfolio

Facilitator:

Jennifer Kincaid, Literacy Specialist

Participants:

All Instructional Faculty

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

Evaluation

Person or Persons Responsible

Brian Riviere

Target Dates or Schedule

Ongoing

Evidence of Completion

Literacy Portfolio

Plan to Monitor Effectiveness of G4.B1.S1

Progress Monitoring Data

Person or Persons Responsible

Brian Riviere

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Notebook/School-wide data

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

The Director of Federal Programs provides our budget for all of the programs listed above. These funds are used to provide parent involvement opportunities, updating technology for students, supplemental materials for classroom teachers and students.

All students receive free breakfast and lunch through the nutrition program.

All Juniors/Seniors qualify for ACT/SAT waivers based upon the Free Lunch Program.

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. All Algebra teachers will receive professional development in the 8 Mathematical Practices tied to Common Core State Standards in conjunction with their current Next Generation Sunshine State Standards and implement these in instructional practices

G1.B2 Appropriate time to work with instructional coach, administrator and colleagues on improving instructional practices and to implement strategies being developed.

G1.B2.S1 Use of Early Release days to hold professional development

PD Opportunity 1

Meeting to work on lessons that incorporate 8 Mathematical Practices

Facilitator

Academic Analyst(Malloy)

Participants

Algebra I teachers

Target Dates or Schedule

Monthly(immediately after school or minimally during common planning)

Evidence of Completion

sign in sheet/agenda Lesson Plans to show evidence of lesson taught observation of lesson

G1.B3 Students being able to think critically and use higher order thinking skills(higher order questioning)

G1.B3.S1 Work with teachers to include higher order question on assessments

PD Opportunity 1

CPALMS training

Facilitator

Academic Analyst and Academic Specialist

Participants

All Algebra teachers

Target Dates or Schedule

By end of October, 2013

Evidence of Completion

Examples of Assessments Agenda and Sign in sheet Examples of resources utilized including, but not limited to lesson plan templates, use of videos, course descriptions or standards

PD Opportunity 2

Create assessments which include higher order questions and or extended response opportunities

Facilitator

Academic Analyst

Participants

Algebra I teachers

Target Dates or Schedule

based on assessment schedule from pacing guide

Evidence of Completion

hard copies or examples of assessment turned into administrator regularly

G1.B4 Student understanding of basic, fundamental math concepts that have not been mastered in previous mathematical opportunities.(Ex: basic multiplication/division, calculator use, etc)

G1.B4.S1 Using "Hands on Equations" to work with students(whole class and small group) who have difficulty mastering equation solving.

PD Opportunity 1

Train the teacher to use Hands on Equations

Facilitator

LaJuana Malloy

Participants

Jessica Haid(Algebra I) and Dyann Seldon(ESE Algebra I)

Target Dates or Schedule

By mid October

Evidence of Completion

Sign in sheet of participants and agenda

G2. Geometry teachers will receive professional development on the 8 Mathematical Practices tied to Common Core State Standards in conjunction with their Next Generation Sunshine State Standards and begin to implement these in their instructional practices.

G2.B4 Assessments that meet the higher order thinking skills and expectations of Common Core State Standards and that include higher order, rigorous questions.

G2.B4.S1 Create assessments containing higher order questions and/or performance tasks

PD Opportunity 1

Work on developing assessments that include higher order questions and/or performance tasks that include rubrics for grading

Facilitator

Academic Analyst

Participants

All Geometry Teachers

Target Dates or Schedule

By end of October, 2013

Evidence of Completion

Hard copies/examples of assessments turned into administrator on regular basis Sign in sheet and agenda for time spent working together

PD Opportunity 2

CPALMS

Facilitator

Academic Analyst and Academic Specialist

Participants

All Geometry teachers

Target Dates or Schedule

Completed by end of October, 2013

Evidence of Completion

Sign in and agenda Examples/hard copies of resources, course description, standards or lesson plans used from this website

G3. Biology teachers will receive professional development in the Comprehension Instructional Sequence(CIS) model to help improve instruction for students in their content reading.

G3.B1 Weak assessments from prior science content areas

G3.B1.S1 Teachers work to create assessments that include more higher order questions and opportunities for extended response

PD Opportunity 1

Training on assessments that include higher order questions and performance tasks that include rubrics development for grading.

Facilitator

Academic Analyst

Participants

Science teachers

Target Dates or Schedule

To begin by Mid October and to be done monthly

Evidence of Completion

hard copies or examples of assessments turned into administrator

PD Opportunity 2

CPALMS training

Facilitator

Academic Analyst and Academic Specialist

Participants

All science teachers

Target Dates or Schedule

October, 2013

Evidence of Completion

Sign in sheet/agenda Examples of course description, lessons and resources used from website

G4. All teachers will transition to ELA/Literacy CCSS. Content area teachers will support literacy skills introduced in ELA classes by using the Comprehension Instructional Sequence model to teach content specific, grade appropriate, complex text.

G4.B1 Progress Monitoring

G4.B1.S1 Data Notebook, Follow-Up Portfolio

PD Opportunity 1

Literacy Support Portfolio

Facilitator

Jennifer Kincaid, Literacy Specialist

Participants

All Instructional Faculty

Target Dates or Schedule

Teachers will meet monthly and on early release days

Evidence of Completion

Complete data notebook, Completed literacy support portfolio

Appendix 2: Budget to Support School Improvement Goals