



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Haines City Senior High School**

2800 HORNET DR

Haines City, FL 33844

863-421-3281

<http://www.hainescityhighschool.com/>

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 73%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 81%

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## School Grades History

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

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

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

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

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## **Purpose and Outline of the SIP**

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

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### **Part I: Current School Status**

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

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### **Part II: Expected Improvements**

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

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

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

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### **Part III: Coordination and Integration**

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

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### **Appendix 1: Professional Development Plan to Support Goals**

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

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### **Appendix 2: Budget to Support Goals**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Haines City Senior High School

##### Principal

Patricia Butler

##### School Advisory Council chair

Tony McQueer

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

Name	Title
Lori McKown	Academic Dean
Heidi Lawhorn	Math Resource Teacher
Melissa Green	Resource Teacher/PD Coordinator
Mieke Valk	Reading Resource Teacher
Mel Gables	Title I Resource Teacher
Patrick Herrington	Dean of Discipline
Crystal Young	Dean of Discipline
Deborah Ferguson	Testing Coordinator
Kenneth Kipp	Dean of Discipline
Elbony McLendon	Lead Teacher-Step Up Academy

#### District-Level Information

##### District

Polk

##### Superintendent

Dr. Kathryn Leroy

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

9/24/2013

### 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, educational support staff, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

#### Involvement of the SAC in the development of the SIP

Members of the SAC were given an opportunity to share their concerns for school improvement. A brainstorming session was held in which members listed and prioritized concerns regarding various aspects of the school which included addressing the suggestions from the AdvancedEd external review report to parental involvement and academic rigor.

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

The SAC will support school-wide initiatives and will work to increase community and parental involvement. SAC will provide guidance based on identified areas of need by both school and community members. The SAC will meet monthly and will be actively involved in promoting a culture of academic excellence for all students at Haines City High School.

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

School improvement funds will be used to provide extended learning opportunities for students in reading and math. Funds will also be allocated for professional development opportunities based on school and district initiatives such as Common Core training and Train the Trainer Thinking Maps PD.

**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**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Patricia Butler</b>		
Principal	Years as Administrator: 8	Years at Current School: 11
<b>Credentials</b>	BA-Elementary Education, Master of Science-Educational Leadership Certifications- Elem. Ed., Business Ed., Media Specialist, ESOL Endorsement, Local Director of Vocational Education, Educational Leadership	
<b>Performance Record</b>	2012-2013 HCHS, Grade: TBD, Reading Mastery: %, Algebra 1 Mastery: %, Writing Mastery: %. 2011-2012 HCHS, Grade: B, Reading Mastery: 35%, Algebra 1 Mastery: 45%, Writing Mastery: 77%. 2010-2011 HCHS, Grade: B, Reading Mastery: 29%, Math Mastery: 59%, Science Mastery: 23%, Writing Mastery: 69%, AYP: No. 2009 – 2010 AP HCHS, Grade: C, Reading Mastery: 38%, Math Mastery: 65%, Science Mastery 31%, AYP: No 2008 – 2009 AP HCHS, Grade: D, Reading Mastery: 37% , Math Mastery: 67% , Science Mastery: 24% , AYP: No. 2007-2008 AP HCHS, Grade: C, Reading Mastery: 35% , Math Mastery: 62% , Science Mastery: 20% , AYP: No 2006-2007 AP HCHS, Grade: F, Reading Mastery: 18% , Math Mastery: 39% , Science Mastery: 15% , AYP: No	

<b>Stephen Scheloske</b>		
Asst Principal	Years as Administrator: 5	Years at Current School: 5
<b>Credentials</b>	B.S. in Education (Secondary) Education Social Studies Masters of Education Certifications- Educational Leadership (K-12)	
<b>Performance Record</b>	2012-2013 HCHS, Grade: TBA, Reading Mastery: %, Algebra 1 Mastery: %, Writing Mastery: %. 2011-2012 HCHS, Grade: B. Reading Mastery: 35%, Algebra 1 Mastery: 45%, Writing Mastery: 77%. 2010-2011 HCHS, Grade: B. Reading Mastery: 29%, Math Mastery: 59%, Science Mastery: 23%, Writing Mastery: 69%, AYP: No. 2009 – 2010 AP HCHS, Grade: C , Reading Mastery: 38%, Math Mastery: 65%, Science Mastery 31%, AYP: No 2008-2009 Dean LGHS Grade: C, Reading Mastery: 30% Math Mastery: 66% Science Mastery: 37% AYP: No 2007-2008 Dean LGHS Grade: B, Reading Mastery: 31%, Math Mastery: 70%, Science Mastery: 28% AYP: No. 2006-2007 Dean LGHS Grade B, Reading Mastery: 25%, Math Mastery: 60%, Science Mastery: 25% AYP: No	



<b>Amanda Waters</b>		
Asst Principal	Years as Administrator: 8	Years at Current School: 2
<b>Credentials</b>	BA-English, Master of Science-Educational Leadership Certifications- English (6-12), Reading Endorsement, ESOL Endorsement, Educational Leadership	
<b>Performance Record</b>	<ul style="list-style-type: none"> <li>• 2012-2013 HCHS, Grade: TBD, Reading Mastery: %, Algebra 1 Mastery: %, Writing Mastery: %.</li> <li>• 2011-2012 HCHS, Grade: B, Reading Mastery: 35%, Algebra 1 Mastery: 45%, Writing Mastery: 77%.</li> <li>• 2010-2011 Lake Alfred-Addair Middle School, Grade: D, Reading Mastery: 43%, Math Mastery: 30%, Science Mastery: 29%, Writing Mastery: 67%, AYP: No</li> <li>• 2009 – 2010 AP HCHS, Grade: C, Reading Mastery: 45%, Math Mastery: 40%, Science Mastery 22%, Writing Mastery 82% AYP: No</li> <li>• 2008 – 2009 AP HCHS, Grade: C, Reading Mastery:48% , Math Mastery: 35% , Science Mastery:20% , Writing Mastery: 92% AYP: No.</li> <li>• 2007-2008 AP HCHS, Grade: C, Reading Mastery: 43% , Math Mastery: 43% , Science Mastery:24% , Writing Mastery: 78% AYP: No</li> </ul>	

<b>Alfonso McDaniel</b>		
Asst Principal	Years as Administrator: 10	Years at Current School: 8
<b>Credentials</b>	BA Secondary Education, Master of Science Educational Leadership. Certifications- Secondary Science/Biology, Middle Grades Science, ESOL Endorsement, Health, & Educational Leadership	
<b>Performance Record</b>	<ul style="list-style-type: none"> <li>• 2012-2013 HCHS, Grade: TBD, Reading Mastery: %, Algebra 1 Mastery: %, Writing Mastery: %.</li> <li>• 2011-2012 HCHS, Grade: B. Reading Mastery: 35%, Algebra 1 Mastery: 45%, Writing Mastery: 77%.</li> <li>• 2010-2011 HCHS, Grade: B. Reading Mastery: 29%, Math Mastery: 59%, Science Mastery: 23%, Writing Mastery: 69%, AYP: No.</li> <li>• 2009 – 2010 Assistant Principal, HCHS, Grade: C, Reading Mastery: 38%, Math Mastery: 65%, Science Mastery 31%, AYP: No</li> <li>• 2008-2009 AP HCHS, Grade: D, Reading Mastery: 37% , Math Mastery: 67% , Science Mastery:24% , AYP: No.</li> <li>• 2007-2008 AP HCHS, Grade: C, Reading Mastery: 35% , Math Mastery: 62% , Science Mastery:20% , AYP: No</li> </ul>	

**Instructional Coaches**

**# of instructional coaches**

**# receiving effective rating or higher**

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

**Classroom Teachers**

**# of classroom teachers**

130

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

82%

**# certified in-field**

, 0%

**# ESOL endorsed**

20, 15%

**# reading endorsed**

12, 9%

**# with advanced degrees**

41, 32%

**# National Board Certified**

5, 4%

**# first-year teachers**

8, 6%

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

36, 28%

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

43, 33%

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

41, 32%

**Education Paraprofessionals**

**# of paraprofessionals**

21

**# Highly Qualified**

21, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

23

**# receiving effective rating or higher**

23, 100%

**Teacher Recruitment and Retention Strategies**

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

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

Haines City High School uses several strategies to seek to recruit and retain highly qualified, certified-in-field, and effective teachers. Assistant Principal, Stephen Scheloske, attends a yearly out-of-state teacher recruitment event that has resulted in the hiring of several new teachers. The administration of Haines City High School also encourages its educators to seek additional certifications in order to meet the course requirements of the student body. Furthermore, a climate of support has been established to provide continued assistance and opportunities for growth through coaching and professional development.

**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**

Rationale for pairing: Content-area expert, pedagogical expert, classroom management expert  
Planned Mentoring Activities: Lesson planning assistance, modeling teaching strategies, utilization of focus lessons, and co-teaching, if needed.

**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**

Through weekly PLC meetings teachers will have the opportunity to examine student data, including attendance and individual assignment grades as well as progress monitoring data to monitor the effectiveness of supports and instruction. Content-area teachers will have individual data chats with students periodically through the year and through mentoring teachers will assist students with individualized plans addressing academics and attendance. Resource teachers will provide mentoring and support for the classroom teachers, and administrators will assist in monitoring data and the effectiveness of instruction through observations and walk-through observations.

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

The school-based leadership team will provide a common vision for the use of data-based decision making and will assist all teachers in the implementation of the school's MTSS. The principal and assistant principals will supervise the development of a strong infrastructure for implementation and ensure that implementation is occurring. The principal and assistant principals will ensure teacher participation in professional learning communities occurs to support data-based decision making and planning. The principal and assistant principals will also ensure that communication with parents regarding MTSS/RtI occurs to inform parents of the measures in place to support their student. Academic resource teachers will identify and analyze existing literature on best practices/intervention approaches and identify systematic patterns of student need at the school. Resource teachers will also work with district personnel to identify appropriate, evidence-based intervention strategies and assist with school wide screening programs. ESE and general education teachers will participate in student data collection, integrate core instructional activities/materials/instruction in tiered interventions and provide information about core instruction.

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

The leadership team uses walkthroughs, observations, PLC participation, observations of individual student data chats, along with school wide strategy initiatives to develop a systematic approach to teaching in order to monitor the fidelity of the school's MTSS and SIP.

### **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**

Data will be gathered from multiple sources and management systems. Data will be collected from the FCAT, FCAT Writes, FAIR, EOC testing for Algebra, Geometry, Biology, and U.S. History, and common assessments created in PLC's for specific content areas.

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

Parents receive information through monthly mailings/newsletters, phone calls, and the website that communicates information regarding MTSS. Parents are also frequently called in for conferences with teachers and counselors. Parents are also encouraged to attend Open House events and other evening events to understand the data-based problem solving supports that are in place at the school.

## **Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:**

After school reading tutoring is offered to help students increase comprehension skills in preparation for FCAT and ACT/SAT testing.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

FAIR data will be used to monitor the progress being made by students in addition to school generated assessments.

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

The reading resource teacher will monitor the implementation of this strategy.

**Literacy Leadership Team (LLT)**

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

Name	Title
Amanda Waters	Assistant Principal of Curriculum
Connie Hoffmann	Media Specialist
Brenda Ryan	Media Paraprofessional
Mieke Valk	Reading and English Resource Teacher
Tanja Scott	Reading Teacher
Nick Johnston	English and Reading Department Head, Teacher
Lacy Emiba	Science Teacher
Ben Graffam	IB English and Theory of Knowledge Teacher
Melissa Green	Resource Teacher

**How the school-based LLT functions**

The LLT meets once a month. The meeting is facilitated by Connie Hoffmann. Major functions of the LLT include collection development and community outreach. Student input is extremely important when the LLT considers collection development and community outreach, and is an integral part of all of our meetings.

**Major initiatives of the LLT**

The major initiatives of the LLT for this year include: creating a welcoming media center atmosphere; increasing community involvement with literacy projects at our school; creating a love of literacy and reading for lifelong learning for our students; increasing the use of technology in the media center and throughout our campus, specifically in terms of literacy; and increasing our funding through different grant opportunities to update our media center and literacy in our classrooms across campus.

## Every Teacher Contributes to Reading Instruction

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

Haines City High School ensures that every teacher contributes to the reading improvement of every student through the use of district wide instructional strategies such as CISM (Comprehension Instructional Sequence Module) and school wide strategies such as distributed summarizing and Thinking Maps. A renewed focus on homework in all subject areas and the use of stretch texts to support curriculum both contributed to the reading improvement of all students. The mentorship program also includes great emphasis on reading skills and helping students develop an awareness of their specific needs and a plan of action to implement effective "fix-up" strategies so students can monitor and improve their reading comprehension.

## 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

Haines City High School offers students the opportunity to take courses in career academies that lead to industry certifications such as Adobe Photoshop. Students can also choose to take advanced courses that lead to college readiness and college credit such as Advanced Placement courses and Dual Enrollment courses through Polk State College.

### 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 student meets with his/her guidance counselor many times throughout their high school career. These meetings increase in their senior year, and each senior meets with their counselor to discuss future plans and graduation requirements. Colleges make regular visits to campus, along with military and career representatives so students are exposed to a variety of post-graduation opportunities. A school wide mentoring program is being implemented this year as well, which incorporates a student notebook and time with teachers to being examining post-graduation opportunities for all students in all grade levels.

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

In order to improve student readiness for the public postsecondary level, the following strategies are being implemented: increase in the number and availability of advanced courses for all students; more college visits and guest speakers that focus on post-graduation opportunities; workshops to improve writing for college applications, scholarship opportunities, and writing in college.

## 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	49%	39%	No	54%
American Indian				
Asian	92%	77%	No	93%
Black/African American	37%	27%	No	43%
Hispanic	43%	34%	No	49%
White	65%	54%	No	69%
English language learners	23%	12%	No	31%
Students with disabilities	36%	18%	No	42%
Economically disadvantaged	44%	32%	No	50%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	15%	17%
Students scoring at or above Achievement Level 4	110	22%	24%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

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

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	23	68%	71%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		31%

**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.	350	33%	40%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	226	44%	50%
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	50%	53%	No	55%
American Indian				
Asian				
Black/African American	47%	45%	No	52%
Hispanic	50%	49%	No	55%
White	52%	62%	No	57%
English language learners	41%	30%	No	47%
Students with disabilities	44%	29%	No	50%
Economically disadvantaged	50%	48%	No	55%



**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			55%
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.	303	23%	31%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	179	33%	40%
Students scoring at or above Achievement Level 4	46	8%	17%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	123	21%	29%
Students scoring at or above Achievement Level 4	100	17%	25%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	184	32%	39%
Students scoring at or above Achievement Level 4	103	18%	26%

**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)			
Participation in STEM-related experiences provided for students			

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> 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	922	38%	45%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	89	10%	15%
Passing rate (%) for students who take CTE industry certification exams		97%	99%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	7	88%	100%

**Area 7: Social Studies**

**U.S. History 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			

**Civics 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 8: Early Warning Systems****High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	232	13%	9%
Students in ninth grade with one or more absences within the first 20 days	132	25%	20%
Students in ninth grade who fail two or more courses in any subject	206	39%	28%
Students with grade point average less than 2.0	432	23%	18%
Students who fail to progress on-time to tenth grade	51	10%	6%
Students who receive two or more behavior referrals	259	14%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	508	27%	18%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	55	2%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	333	76%	80%
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**

Haines City High School provides numerous parental involvement opportunities throughout the year. Parents are given opportunities to learn about graduation requirements and are made aware of resources that will help prepare their child for college and career. The guidance department sponsors a

parent workshop to assist the students in completing the FAFSA to ensure students are eligible to receive financial aid for college. Additionally, workshops are offered to help parents understand how they can help their child apply academic concepts in real-world situations. Appreciation for diversity is also expressed through parental workshops that highlight cultural awareness and encourage participation of all parents in the educational process of their child. Furthermore, parents are given opportunities to learn about school-based and community-based resources that could be beneficial to their family. Haines City High School also promotes district-sponsored parental workshops and offers its facilities for such events. Consideration for parental work schedules is given, and therefore these opportunities are provided in both daytime and evening time frames. Our school has worked closely with a local transit system to have bus stops placed at convenient locations to encourage increased parental involvement for families who do not have transportation. The Title I budget allots at least 1% of the total funds spent at the school to be utilized for parental involvement. These funds may be used for purchases including, but not limited to, costs associated with printing informational materials for parents, postage for mail-outs, meals provided at parent involvement activities, etc. The total parental involvement allocation for the 2013-2014 school year is \$7,859.00

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Students will routinely engage in reading grade level texts in all content areas.
- G2.** Students will use a problem solving strategy, appropriate to the math subject area.
- G3.** Develop and implement a school-wide comprehensive writing plan.

## Goals Detail

**G1. Students will routinely engage in reading grade level texts in all content areas.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- Parental Involvement

**Resources Available to Support the Goal**

- Resource Teachers
- PLC
- Curriculum Learning Schedules provided by the district
- Collaborative Planning
- Peer Coaches

**Targeted Barriers to Achieving the Goal**

- Lack of background knowledge
- Data is collected but not utilized to inform or drive instruction

### Plan to Monitor Progress Toward the Goal

Analyzing reading data for evidence of growth (improvement)

**Person or Persons Responsible**

administration

**Target Dates or Schedule:**

May and also when FCAT scores are reported to school

**Evidence of Completion:**

FCAT scores, final progress monitoring data from FAIR

### G2. Students will use a problem solving strategy, appropriate to the math subject area.

**Targets Supported**

- Algebra 1 EOC
- Geometry EOC

**Resources Available to Support the Goal**

- math resource teacher
- collaborative planning with PLCs
- online district support math page

**Targeted Barriers to Achieving the Goal**

- Low reading level
- Lack of student engagement

### Plan to Monitor Progress Toward the Goal

analyze data of ELL students

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

June 2014

**Evidence of Completion:**

Algebra and Geometry EOC data report

### **G3. Develop and implement a school-wide comprehensive writing plan.**

#### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

#### **Resources Available to Support the Goal**

#### **Targeted Barriers to Achieving the Goal**

- Lack of teacher participation in the school wide initiative



## Plan to Monitor Progress Toward the Goal

Collection of writing samples and lesson plans from teachers and students.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

June 2014

**Evidence of Completion:**

Final reflection from teacher, writing samples, inservice follow up form

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Students will routinely engage in reading grade level texts in all content areas.

**G1.B1** Lack of background knowledge

**G1.B1.S1** Set up CISM for all content areas and focus on vocabulary-scaffold instructional delivery

#### Action Step 1

Attend CISM training at the district level

##### Person or Persons Responsible

New Teachers (reading, English, Social Studies and Science)

##### Target Dates or Schedule

September 2013

##### Evidence of Completion

agenda, official follow-up (creation of a CISM lesson)

#### Action Step 2

PD on teaching reading strategies in math

##### Person or Persons Responsible

Math teachers

##### Target Dates or Schedule

October 2013

##### Evidence of Completion

agenda and follow-up activity

##### Facilitator:

School based resource teachers

##### Participants:

Math teachers

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

Implementation of CISM instructional process

**Person or Persons Responsible**

Academic deans and administration

**Target Dates or Schedule**

Ongoing throughout the school year

**Evidence of Completion**

lesson plans, walk-throughs, observations

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

Fair Progress Monitoring data

**Person or Persons Responsible**

Teachers, academic dean, administration

**Target Dates or Schedule**

at the conclusion of each test period (3 times a year)

**Evidence of Completion**

analysis of data from FAIR

### G1.B4 Data is collected but not utilized to inform or drive instruction

**G1.B4.S1** Analyze school related data as it applies to our school and classroom.

**Action Step 1**

Collect that data that impacts classroom instruction.

**Person or Persons Responsible**

All teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Agenda in PLCs, reflection plan on PLC forms

## **Action Step 2**

Analyze baseline data

### **Person or Persons Responsible**

All teachers

### **Target Dates or Schedule**

Data day

### **Evidence of Completion**

Written reflection on trends found in data

## **Action Step 3**

Create and implement an individual plan that will drive instruction based on student needs as identified in the data

### **Person or Persons Responsible**

All teachers

### **Target Dates or Schedule**

Ongoing in PLC

### **Evidence of Completion**

PLC reflection and follow-up activities

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

Read and reflect on the teachers' plan of actions that will be written on data day

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

By end of September

### **Evidence of Completion**

Administration will create a prioritized list of school-wide needs based on data

## Plan to Monitor Effectiveness of G1.B4.S1

study data (Discovery, FAIR, classroom) in monthly PLCs

### Person or Persons Responsible

administration and teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

data reports from Discovery, FAIR, classroom data, PLC forms

**G2.** Students will use a problem solving strategy, appropriate to the math subject area.

## G2.B1 Low reading level

**G2.B1.S1** Inform teachers of the ELL resources available to help those ELL students who may be struggling in class

### Action Step 1

Presentation of ELL strategies to teachers

#### Person or Persons Responsible

Math department, District ELL support

#### Target Dates or Schedule

September 11, 2013

#### Evidence of Completion

agenda, sign in sheet, power point slide show

### Action Step 2

Implementing ELL strategies in their classroom

#### Person or Persons Responsible

teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

documentation of ELL strategies in lesson plans

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

ELL strategies being utilized in the classrooms

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

walkthroughs and observations

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

Analyze Discovery data of the ELL students

**Person or Persons Responsible**

administration and resource teachers

**Target Dates or Schedule**

at the end of the testing windows for Discovery

**Evidence of Completion**

increased performance as indicated by data report on Discovery

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G2.B2 Lack of student engagement**

**G2.B2.S1 Implement a mentoring program for students**

**Action Step 1**

Bring in speakers (possibly successful students who have graduated or community business leaders) to talk to students about how the importance of their learning is a gateway to success.

**Person or Persons Responsible**

teachers and community

**Target Dates or Schedule**

on-going

**Evidence of Completion**

sign in sheets, lesson plans, follow up activity in student notebook

**Plan to Monitor Fidelity of Implementation of G2.B2.S1**

the message of the speaker

**Person or Persons Responsible**

administration and math resource teacher

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

teacher and student evaluations of speakers

### Plan to Monitor Effectiveness of G2.B2.S1

the effectiveness of the message that the person shared

#### Person or Persons Responsible

teachers, resource teacher, administration

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

improved student engagement as evidenced in increase grades and classroom activity as reported by the teacher in a reflection at the end of the year

### G3. Develop and implement a school-wide comprehensive writing plan.

#### G3.B1 Lack of teacher participation in the school wide initiative

##### G3.B1.S1 Create a school-wide writing plan and implement.

#### Action Step 1

Create plan for writing for a variety of purposes.

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

9-13-13

#### Evidence of Completion

Written document



## Action Step 2

Present to department meetings

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

9-17-13

### Evidence of Completion

Signed PLC papers with agenda listed

### Facilitator:

### Participants:

Leadership Team

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

Observing writing plan

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Weekly

### Evidence of Completion

Walkthroughs, observations, lesson plans, teacher reflection each nine weeks, student reflection in notebooks

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

Walkthrough data, observation data, student writing samples

### Person or Persons Responsible

Administration and Leadership Team

### Target Dates or Schedule

Ongoing throughout the year

### Evidence of Completion

Writing examples that show growth

## Coordination and Integration

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

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

Funds school-wide services to Haines City High School. Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school programs, supplemental instructional materials, resources teachers, technology for students, professional development for the staff, and resources for parents.

#### Title I, Part C-Migrant

Migrant students enrolled in Haines City High School will be assisted by the school and by the District Migrant Education Program (MEP). Services to migrant students are prioritized based on individual needs and migrant status. MEP Teacher Advocates assigned to schools with high percentages of migrant students monitor the progress of these at-risk students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to individual students and their families by locating services necessary to ensure the academic success of these highly mobile students.

#### Title I, Part D

Provides Transition Facilitators to assist students with transition from the Department of Juvenile Justice (DJJ) facilities back into the school for which they are zoned. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and ensure appropriate placement.

#### Title II

Professional development resources are available to Title I schools through Title II funds. Additionally, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Haines City High School are used to purchase professional training materials.

#### Title III

Provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

#### Title X-Homeless

The Hearth program, which is funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

#### Title IV

##### Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of these programs include anti-bullying, gang awareness, gun awareness, etc. SAI-

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

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

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

**G1.** Students will routinely engage in reading grade level texts in all content areas.

**G1.B1** Lack of background knowledge

**G1.B1.S1** Set up CISM for all content areas and focus on vocabulary-scaffold instructional delivery

### **PD Opportunity 1**

PD on teaching reading strategies in math

#### **Facilitator**

School based resource teachers

#### **Participants**

Math teachers

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

October 2013

#### **Evidence of Completion**

agenda and follow-up activity

**G3. Develop and implement a school-wide comprehensive writing plan.**

**G3.B1 Lack of teacher participation in the school wide initiative**

**G3.B1.S1 Create a school-wide writing plan and implement.**

**PD Opportunity 1**

Present to department meetings

**Facilitator**

**Participants**

Leadership Team

**Target Dates or Schedule**

9-17-13

**Evidence of Completion**

Signed PLC papers with agenda listed

## Appendix 2: Budget to Support School Improvement Goals