

Alachua County Public Schools

# Professional Academy Magnet At Lofton High



2015-16 School Improvement Plan

## Professional Academy Magnet At Loften High School

3000 E UNIVERSITY AVE, Gainesville, FL 32641

<http://www.sbac.edu/pages/acps>

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	57%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	51%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	B	B

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Alachua County School Board on 12/15/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Every student, every day .... engaged and experiencing success!

##### **Provide the school's vision statement**

A vital community united as the premier provider of career and technical education.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

The school's purpose is to be a premier center of career and technical education and to provide innovative and relevant academic and career-related instruction designed to prepare students for continued education at the post-secondary level and for the workforce of the 21st century. Our mission is that every student is engaged and experiencing success every day. We believe that PAM @ LHS is a place where every student wants to come to school because they are involved in doing important things and is motivated to achieve at high levels in all program clusters. We believe every student should be known by name and can belong to a group and be part of something special. We believe every student should have his or her needs met and that they experience the connection between community and school. PAM also believes every student should be well known by at least one adult advocate in the school who supports that student's educational experience. As a result, PAM has a formal structure, known as Small Group Advisory (SGA) to facilitate this process. SGA meets once a week. Every student also participates in Career and Technical Student Organizations through co-curricular activities in order to provide leadership training and reinforce specific career and technical skills. Career and Technical Student Organizations are an integral part of the career and technical instructional program.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

During the first week of the school year, the administration and student services meets with each grade level to discuss academic and behavioral expectations. All staff at PAM set a high standard for student safety and reinforce it daily. All administrators and deans are present on campus in the morning, during each class transition, during lunch, and after school. Student supervision is a high priority.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

All students receive the district Code of Conduct and it is reviewed in all grade-level meetings during the first week of school. The school establishes clear protocols for all disciplinary incidents.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**



PAM believes every student should be well known by at least one adult advocate in the school who supports that student's educational experience. As a result, PAM has a formal structure, known as Small Group Advisory (SGA) to facilitate this process. SGA meets once a week. We also have an extensive student services department with various forms of intervention if necessary.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

The early warning system focuses on 4 key areas: attendance, test scores, GPA, discipline record.

1. Student attendance is monitored by student services, notices are sent out according to ACPS policy. Calls and home visits are made if a student is chronically absent.
2. PAM follows the ACPS Code of Conduct to direct the discipline plan. Conferences are held in the first 2 weeks of school for any student who is displaying inappropriate behaviors. Students who do not conform to the school's expectation for behavior are sent back to zoned schools at the end of the 1st nine week period. In school and out of school suspensions are only used as a last measure.
3. Students in the bottom quartile of either ELA or math are scheduled in year-long ELA and/or math courses to ensure they do not have a break in instruction on the block schedule. All level 1 ELA students are also scheduled to take a reading class.
3. Students who struggle on the In-house formative assessments (given every 2-4 weeks based on literacy standards, scored by teachers using rubric) are identified and re-mediated.
4. Teachers meet weekly in SLC format to discuss assessments and results, student concerns and issues
5. Once a month, SLC leaders meet with leadership team to discuss SLC progress, student results, trends in data, new standards implementation, and identify students in need of intervention.
6. Teachers have data notebook for all students to include FAIR, FCAT (historical), EOC, GPA, credits, lunch status, IEP or 504 status
7. Principal informally meets with D/F students after all grading periods to discuss strategies, determine what assistance they may require

#### Provide the following data related to the school's early warning system

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	5	16	6	12	39
One or more suspensions	1	5	2	3	11
Course failure in ELA or Math	0	11	11	16	38
Level 1 on statewide assessment	10	5	8	3	26

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	11	14	8	17	50

#### Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Year-long ELA/Reading for lowest quartile (block schedule)
- Year-long Alg 1/Intensive Math for lowest quartile (block schedule)
- After-school tutoring in math and ELA
- Two parent conference nights, one each semester along with on-going conferences in morning
- Parents of struggling students contacted, encouraged to attend conference
- Direct conversations with students with admins., Academy directors, student services
- Small Group Advisory (SGA) once a week
- In-house CIM model focused on literacy in all courses.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

As we are generally an application-only school, we accept students from across the district and some come to us from neighboring districts. We do not have a defined school zone or community which makes parent involvement a constant challenge. To build positive relationships and keep parents informed we:

- > Host two open houses, one in the fall term and one in the spring term.
- > Host two parent conference nights, one in the fall term, one in the spring term.
- > Update the school website often to reflect current information.
- > Communicate via phone-home and blast email messages.
- > Send assessment reports, progress reports and report cards home
- > Provide parents with a copy and explanation of assessment data
- > Invite all parents to join our Academic Booster Club or serve on the SAC.
- > Use Infinite Campus to inform parents of student progress in each class

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Each career & technical academy has an Advisory Board which includes professionals from businesses in the community related to the career pathway. The Boards provide valuable guidance to ensure that each academy adequately provides students with the knowledge and skills needed in their career fields.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
McElroy, William	Principal
Allen, Cheryl	Assistant Principal
Brown, Dedra	Administrative Support
Gardner, Cynthia	Other

## Duties

### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The Leadership team meets once a week to discuss all areas of the school operation, whether it be student data, effective teaching, new programs, or curriculum. Recommendations from the Leadership Team are used to decide the priority of student needs, what strategies will be used to address the needs, and what assessments will be used to measure student performance.

### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

We use the small learning community model to implement and monitor our all school-wide initiatives. structures. Teachers and administrators meet weekly in study groups (SLCs) to discuss instruction, monitor continuous improvement model assessments, review best practice vocabulary instruction, and report on students' needs. Leaders from each of these meetings then meets with administration once a month for updates, feedback, decision making.

We decided as a faculty to continue developing professional relationships with a goal of having weekly Study Groups working collaboratively to improve all students' literacy skills. This year we changed to 2 Study Groups, each consisting of 12 instructional people. Each group has a trained writing teacher, at least one CTE teacher and one instructional support person. The study groups meet weekly to investigate ways to better address the literacy needs of their students and discuss improvement strategies. A representative from each study group attends a curriculum leadership team meeting once a month to discuss the specific literacy benchmarks on the calendar and share topics of interest.

Teachers indicated that Study Group meetings were more effective when they were using a book to guide their discussions. The leadership team decided to schedule a book study using Teaching the Core Skills of Listening and Speaking during the first semester. Copies of the book were purchased for all members of the faculty. In the spring term, we will participate in a book study with The Mindset, a book and process SFC used to keep students in school despite early warning signs that might prevent them from doing so.

The Literacy Council worked over the summer on improving the "Writing Initiative" that provides a school wide model for all teachers to infuse writing in their curriculum. In addition, they also developed a "Vocabulary Acquisition Initiative" that introduces new vocabulary each week to be used school-wide throughout the year.

During pre-planning, an updated presentation to the faculty on the FSA Writing and Reading Standards and Vocabulary Acquisition Initiative was provided to them. At the September faculty meeting, the FCIM reading implementation was explained along with distribution and introduction of the book for the book study.

Along with the specific benchmarks, our instructional calendar for the 1st nine weeks also included an emphasis on paragraph writing that addressed main idea, supporting details, and author's purpose. The Literacy Council also developed a school-wide rubric for paragraph and essay writing that is used

by all teachers in their content areas. The results that are submitted every two weeks indicate students' mastery levels. The Program Coordinator maintains files of Writing assessment data. To monitor the performance of the bottom quartile, we produced a "Watch List" of the bottom 1/3 FCAT Reading students at the end of the first 9 weeks. We divided the list by 9th and 10th grade students and put them in rank order by Reading score from lowest to highest. In addition, to give a quarterly snapshot of each student, we listed Age, GPA, Credits, Absences, 2011 FCAT Reading score, and 2011 FCAT Math score (if it was in the bottom 1/3). These lists were distributed at a faculty meeting and we had a discussion as to ways that we might best address the needs of students. Then again, after the end of the first semester, we will share an updated bottom 1/3 list with the second 9 week data added to it.

The school wide Lesson Study will begin in February. We will use the Study Groups to form the teachers who would work together since they were already comfortable with each other.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Donna Sheffield	Teacher
Rachel Osborne	Teacher
William McElroy	Principal
Missy Lower	Parent
Zachariah Lower	Student
Janet Hayes	Parent
Cheryl Allen	Principal
Kenna Decker	Student
Tim Hayes	Teacher
Willard Kari	Education Support Employee
James Albright	Business/Community
John O'Hearn	Education Support Employee
Dr. Tom Martinko	Business/Community
Julian Kinsey	Business/Community

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

##### *Evaluation of last year's school improvement plan*

The SAC met in September 2015 to review the data points addressed in the 14-15 SIP that had been published at that time. All goals were discussed and revised for the 2015-16 SIP.

##### *Development of this school improvement plan*

The SAC will review an initial draft of the SIP developed by school staff for feedback and clarification. Any edits and amendments will be added as necessary.

##### *Preparation of the school's annual budget and plan*

The SAC discusses the budget as it relates the identified goals in the SIP.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Approximately \$1,000 was used for teacher training in instructional strategies. Another \$500 was spent on FCAT supplies and materials, to include nutritious food for the students on testing day.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Allen, Cheryl	Assistant Principal
McElroy, William	Principal
Boria, Rikki	Teacher, K-12
McGurk, Mary	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

The major initiative for this year will be to continue the Writing and Reading CIM Initiative with some minor adjustments based on a review and the new FSA Reading and Writing standards. In addition, we will continue the Vocabulary Acquisition initiative. We will use Teaching the Core Skill of Listening and Speaking for our book study in the fall and The Mindset in the spring.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

As previously mentioned, PAM participates in a school wide writing initiative, reading focus, vocabulary focus, and book study. Teachers send documentation of writing assessments to the program coordinator, which is followed up by the principal. Also, teachers meet and discuss the CIM topic and student progress and concerns at the weekly study group meetings, monthly CLT meetings, and department meetings. A monthly calendar is distributed to all faculty listing the weekly CIM focuses, dates of assessments, and weekly vocabulary. The principal emails a weekly agenda reminding the faculty of the weekly CIM focuses, upcoming assessments, vocabulary, and meetings as well as other pertinent information for the week.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The Principal is responsible for posting all vacancies on the district system and interviewing prospective teachers. At least 4 candidates are interviewed for each vacancy and the interview team consists of 2 or more administrators and teachers. Each interviewer independently ranks all candidates, notes are then compared. We actively recruit highly qualified individuals who already have certification in their content areas. We check at least 2 references for any candidate we decide to pursue.

## **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The district office provides a mentor for beginning teachers which involves an extensive year long program. The school also assigns a veteran teacher to serve as a mentor for every new teacher at PAM.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Students who attend PAM select a program of study in a career cluster that interests them and plan their four-year high school program around that area of interest. A complete high school curriculum is offered to students at PAM and upon graduation, all students have completed a rigorous and relevant program of study specifically designed to meet their own individual needs and aspirations. Presently, there are four career academies at PAM: Automotive Technology, Design and Technology, Early Childhood Education, and Fire and Emergency Medical Services. Each career & technical academy has an Advisory Board that includes professionals from businesses in the community related to the career pathway. The Boards provide valuable guidance to ensure that each academy adequately provides students with the knowledge and skills needed in their career fields.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

1. Teachers have data notebook for all students to include FAIR, FCAT (historical), EOC, GPA, credits, lunch status, IEP or 504 status and use this information to differentiate accordingly
2. AIMS data used for EOC courses with pacing guides
3. Results from practice FSA Writing are used to identify those who need assistance
4. Results from in-house reading and writing assessments are used to identify those who need assistance

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy: Extended School Day**

**Minutes added to school year: 7,200**

Struggling math and reading students are scheduled for year long courses on our block schedule

**Strategy Rationale**

Students who struggle in math or reading need to be in those courses all year on the block schedule. They cannot have a gap in those subjects.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

McElroy, William, mcelroywc@gm.sbac.edu

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

We use several sources of data for analysis to include FAIR, AIMS, in-house CIMS assessments, FCAT, FSA and EOC data.

**Strategy: After School Program**

**Minutes added to school year: 200**

Students will get extra help after school

**Strategy Rationale**

Increase performance

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

McElroy, William, mcelroywc@gm.sbac.edu

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Assessment scores, class grades

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

PAM holds a new student orientation each year to assist those students who are transitioning into high school. Student services holds several sessions each year to advise those students who are entering post secondary education after graduation.

## College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

All students who attend PAM select a program of study in one of four career academies that interests them and plan their four-year high school program around that area of interest. Upon graduation, all students will have completed a rigorous and relevant program of study specifically designed to meet their own individual needs and aspirations. In addition, students will have opportunities their senior year to participate in internships that will give them valuable experience in a work environment. Many of our students will also be eligible to enter Santa Fe College and be awarded college credit for courses they successfully completed at PAM.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

All students who attend PAM are enrolled in one of our four career/technical programs: Automotive Technology, Early Childhood Education, Fire and Emergency Medical Services, and Design and Technology, all of which have culminating industry certifications. In order to be a program completer, each student must successfully complete a sequence of at least three courses in that program. These courses are taught in real-world simulated environments using state of the art equipment and technology. In addition, students are encouraged to participate in an executive internship the senior year at a job site that is related to their program.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

PAM@LHS is a wall-to-wall, application-only, career and technical magnet school so all students have applied to be in a CTE Academy.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Qualified students participate in honors and Advanced Placement level courses, where teachers challenge students to achieve to their greatest potential. Integrated contextual learning activities facilitate student engagement and understanding across subject areas. Honors-level courses are provided in all the academic subject areas. Career and Technical courses in grades 10-12 carry honors level weight. PAM @ LHS now offers Advanced Placement courses. Students who qualify are strongly encouraged to dual enroll at Santa Fe College. The number of students receiving articulated credits has increased as has the number of students receiving industry certifications.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.



### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

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## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase the percentage of students in all subgroups scoring at or above the proficiency level on the FSA ELA assessment
- G2.** Increase the percentage of students scoring at or above level 3 on the Algebra 1 EOC
- G3.** Decrease the percentage of students who drop out and increase the graduation rate.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. Increase the percentage of students in all subgroups scoring at or above the proficiency level on the FSA ELA assessment** 1a

 G073599

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	75.0

**Resources Available to Support the Goal** 2

- In-house CIM assessments
- FSA and EOC results, AIMS results, practice FSA writing results
- Study group meetings and data chats
- Book studies: Teaching the Core Skills of Listening and Speaking (fall), The Mindset (spring)

**Targeted Barriers to Achieving the Goal** 3

- Some students are below grade level in reading and experience difficulty reading content area texts.

**Plan to Monitor Progress Toward G1.** 8

Teachers will follow CIMS and testing calendar, monitor and discuss assessment results in study groups

**Person Responsible**

William McElroy

**Schedule**

Weekly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Increased assessment scores

**G2. Increase the percentage of students scoring at or above level 3 on the Algebra 1 EOC** 1a

 G073600

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	77.0

**Resources Available to Support the Goal** 2

- Textbooks, smart response systems, Algebra Nation, other math websites, AIMS and EOC results

**Targeted Barriers to Achieving the Goal** 3

- Many students have gaps in their math skills and are not experienced using higher order thinking skills in math

**Plan to Monitor Progress Toward G2.** 8

Assessment data, to include AIMS, practice assessments, and classroom assessment will be used to monitor progress

**Person Responsible**

William McElroy

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Assessment scores, passing Algebra 1 EOC score.

**G3. Decrease the percentage of students who drop out and increase the graduation rate.** 1a

G073601

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	70.0

**Resources Available to Support the Goal** 2

- Student service personnel, community mentors, option to enter the workforce upon graduation, dual enrollment opportunities

**Targeted Barriers to Achieving the Goal** 3

- Some students lack short and long term goals for acquiring needed levels of education.

**Plan to Monitor Progress Toward G3.** 8

Continually monitor the progress towards graduation for all students in terms of attendance, test data, credits.

**Person Responsible**

William McElroy

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Student is on track to graduate with cohort.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** Increase the percentage of students in all subgroups scoring at or above the proficiency level on the FSA ELA assessment **1**

 **G073599**

**G1.B1** Some students are below grade level in reading and experience difficulty reading content area texts. **2**

 **B192222**

**G1.B1.S1** Students in 9th and 10th grade with a Level 1 on FSA ELA Reading will take a block of reading one semester and a block of English with a reading endorsed teacher the other semester, resulting in a full year of English and reading instruction on a block schedule. **4**

 **S203656**

### Strategy Rationale

Increase instructional time

### Action Step 1 **5**

Students will be scheduled in a full year of English and reading.

### Person Responsible

Cheryl Allen

### Schedule

Annually, from 8/24/2015 to 6/9/2016

### Evidence of Completion

Student schedule

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Student schedules will be checked for accuracy.

**Person Responsible**

Cheryl Allen

**Schedule**

On 6/9/2016

***Evidence of Completion***

Completed student schedule

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

FSA and CIMS Assessment results

**Person Responsible**

Cheryl Allen

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

Increased percentage of students passing FSA ELA

**G1.B1.S2** Teachers will plan and deliver lessons with increased rigor, high yield instructional strategies, and higher order questioning. **4**

 S203657

### Strategy Rationale

Increase student comprehension

### Action Step 1 **5**

Teachers will receive training on instructional strategies, higher order thinking and questioning skills.

#### Person Responsible

William McElroy

#### Schedule

Annually, from 8/24/2015 to 6/9/2016

#### Evidence of Completion

Lesson plans, workshop certificates

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Classroom observations will be conducted and lesson plans will be reviewed

#### Person Responsible

William McElroy

#### Schedule

Weekly, from 8/24/2015 to 6/9/2016

#### Evidence of Completion

Lesson plans that reflect increased rigor, observed behaviors during observations.



**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Assessment results (CIMS, FAIR), classroom observations

**Person Responsible**

Cheryl Allen


**Schedule**

Weekly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Observed behaviors in classrooms, assessment reports, lesson plans

**G1.B1.S3** Teachers and the Curriculum Leadership Team will analyze AIMS results and other test results, both in-house and district, to identify areas in need of improvement for each student. 4

 S203658

**Strategy Rationale**

Identification of struggling learners.

**Action Step 1** 5

Teachers and leadership team will analyze FAIR and CIMS results to identify areas of growth and areas in need of improvement

**Person Responsible**

William McElroy

**Schedule**

Biweekly, from 9/1/2014 to 4/10/2015

**Evidence of Completion**

FAIR and CIMS results discussed in study groups

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Assessments will be administered, monitored and analyzed

**Person Responsible**

Cheryl Allen

**Schedule**

Biweekly, from 8/18/2014 to 6/2/2015

***Evidence of Completion***

Assessment reports

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Assessments will be administered, monitored and analyzed

**Person Responsible**

Cheryl Allen

**Schedule**

Monthly, from 8/18/2014 to 6/2/2015


***Evidence of Completion***

Assessment reports

**G2. Increase the percentage of students scoring at or above level 3 on the Algebra 1 EOC** 1

 G073600

**G2.B1** Many students have gaps in their math skills and are not experienced using higher order thinking skills in math 2

 B192227

**G2.B1.S1** Algebra 1 students with a level 1 or 2 on FCAT Math will be enrolled in year long mathematics on our block schedule. 4

 S203660

**Strategy Rationale**

Increase instructional time.

**Action Step 1** 5

Students will be scheduled in Algebra 1 one semester and a mathematics elective the other semeste rresulting in a full year of mathematics instruction on a block schedule.

**Person Responsible**

Cheryl Allen

**Schedule**

On 6/9/2016

***Evidence of Completion***

Completed student schedule

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Students scheduled into correct courses

**Person Responsible**

Cheryl Allen

**Schedule**

On 6/9/2016

***Evidence of Completion***

Completed student schedule

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Math teacher will use AIMS and classroom assessments to keep students on pace to be prepared for the Algebra 1 EOC

**Person Responsible**

Cheryl Allen

**Schedule**

Biweekly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Assessment reports and improvement plans

**G2.B1.S2** Algebra teachers will plan and deliver lessons that include high order thinking skills and literacy. 4

 S203661

**Strategy Rationale**

Increase student engagement.

**Action Step 1** 5

Teachers will design lesson plans which reflect instructional strategies that include high order skill sand high order questions

**Person Responsible**

Cheryl Allen

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Lesson plans, classroom observations.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Classroom observations and review of lesson plans

**Person Responsible**

William McElroy

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Observation of intended instruction, lesson plan alignment

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Classroom observations and review of lesson plans

**Person Responsible**

Cheryl Allen

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015


***Evidence of Completion***

Observation of intended instruction, lesson plan alignment

**G3.** Decrease the percentage of students who drop out and increase the graduation rate. 1

 G073601

**G3.B1** Some students lack short and long term goals for acquiring needed levels of education. 2

 B192228

**G3.B1.S1** Identify students' interests using assessments and diagnostics. 4

 S203662

### **Strategy Rationale**

Early identification

### **Action Step 1** 5

All 10th grade students will sit for the PSAT, all 11th grade will sit for PERT and ACT, results will be used for guidance and advisement

#### **Person Responsible**

Cheryl Allen

#### **Schedule**

On 6/9/2016

#### **Evidence of Completion**

Test schedules and results, log of meetings with counselors

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

PSAT and ACT scores will be discussed with students for long term goals

#### **Person Responsible**

Cheryl Allen

#### **Schedule**

On 6/9/2016

#### **Evidence of Completion**

Students long range plans

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Attendance, drop out and graduation rate will be monitored, progress of all seniors

**Person Responsible**

William McElroy

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Students remain in school, graduate

**G3.B1.S2** Provide information on career academies and post-secondary opportunities. 4

 S203663

**Strategy Rationale**

Increase chances of graduation.

**Action Step 1** 5

Enroll all students in a career/technical academy to qualify them for Gold Seals, have all 11th grade students apply to SFC, inform students about articulation agreements.

**Person Responsible**

Cheryl Allen

**Schedule**

Annually, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Students are enrolling in SFC, attending class, applying for Gold Seals

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Dissemination of information to students

**Person Responsible**

Cheryl Allen

**Schedule**

Monthly, from 8/18/2014 to 6/2/2015

***Evidence of Completion***

Student attendance in meetings

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Dissemination of information to students

**Person Responsible**

Cheryl Allen

**Schedule**


Monthly, from 8/18/2014 to 6/2/2015

***Evidence of Completion***

Students understand and take advantage of options.



**G3.B1.S3** Use a variety of approaches to increase the attendance rate. 4

 S203664

**Strategy Rationale**

Increase chances of graduation.

**Action Step 1** 5

Students who are at risk of dropping out will be identified for specific monitoring.

**Person Responsible**

Cheryl Allen

**Schedule**

On 5/29/2015

**Evidence of Completion**

Student grades, credit summary report, attendance record

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

At risk students will be monitored throughout the school year.

**Person Responsible**

Cheryl Allen

**Schedule**

Weekly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Student grades, credit summary

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** 7

At risk students will be monitored throughout the school year.

**Person Responsible**

Cheryl Allen

**Schedule**

Biweekly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Student grades, credit summary

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Students will be scheduled in a full year of English and reading.	Allen, Cheryl	8/24/2015	Student schedule	6/9/2016 annually
G1.B1.S2.A1	Teachers will receive training on instructional strategies, higher order thinking and questioning skills.	McElroy, William	8/24/2015	Lesson plans, workshop certificates	6/9/2016 annually
G1.B1.S3.A1	Teachers and leadership team will analyze FAIR and CIMS results to identify areas of growth and areas in need of improvement	McElroy, William	9/1/2014	FAIR and CIMS results discussed in study groups	4/10/2015 biweekly
G2.B1.S1.A1	Students will be scheduled in Algebra 1 one semester and a mathematics elective the other semester resulting in a full year of mathematics instruction on a block schedule.	Allen, Cheryl	8/24/2015	Completed student schedule	6/9/2016 one-time
G2.B1.S2.A1	Teachers will design lesson plans which reflect instructional strategies that include high order skill and high order questions	Allen, Cheryl	8/18/2014	Lesson plans, classroom observations.	6/5/2015 weekly
G3.B1.S1.A1	All 10th grade students will sit for the PSAT, all 11th grade will sit for PERT and ACT, results will be used for guidance and advisement	Allen, Cheryl	8/24/2015	Test schedules and results, log of meetings with counselors	6/9/2016 one-time
G3.B1.S2.A1	Enroll all students in a career/technical academy to qualify them for Gold Seals, have all 11th grade students apply to SFC, inform students about articulation agreements.	Allen, Cheryl	8/18/2014	Students are enrolling in SFC, attending class, applying for Gold Seals	6/2/2015 annually
G3.B1.S3.A1	Students who are at risk of dropping out will be identified for specific monitoring.	Allen, Cheryl	9/1/2014	Student grades, credit summary report, attendance record	5/29/2015 one-time
G1.MA1	Teachers will follow CIMS and testing calendar, monitor and discuss assessment results in study groups	McElroy, William	8/24/2015	Increased assessment scores	6/9/2016 weekly
G1.B1.S1.MA1	FSA and CIMS Assessment results	Allen, Cheryl	8/24/2015	Increased percentage of students passing FSA ELA	6/9/2016 monthly
G1.B1.S1.MA1	Student schedules will be checked for accuracy.	Allen, Cheryl	8/24/2015	Completed student schedule	6/9/2016 one-time
G1.B1.S2.MA1	Assessment results (CIMS, FAIR), classroom observations	Allen, Cheryl	8/18/2014	Observed behaviors in classrooms, assessment reports, lesson plans	6/2/2015 weekly
G1.B1.S2.MA1	Classroom observations will be conducted and lesson plans will be reviewed	McElroy, William	8/24/2015	Lesson plans that reflect increased rigor, observed behaviors during observations.	6/9/2016 weekly
G1.B1.S3.MA1	Assessments will be administered, monitored and analyzed	Allen, Cheryl	8/18/2014	Assessment reports	6/2/2015 monthly
G1.B1.S3.MA1	Assessments will be administered, monitored and analyzed	Allen, Cheryl	8/18/2014	Assessment reports	6/2/2015 biweekly
G2.MA1	Assessment data, to include AIMS, practice assessments, and classroom assessment will be used to monitor progress	McElroy, William	8/24/2015	Assessment scores, passing Algebra 1 EOC score.	6/9/2016 monthly
G2.B1.S1.MA1	Math teacher will use AIMS and classroom assessments to keep students on pace to be prepared for the Algebra 1 EOC	Allen, Cheryl	8/24/2015	Assessment reports and improvement plans	6/9/2016 biweekly
G2.B1.S1.MA1	Students scheduled into correct courses	Allen, Cheryl	8/24/2015	Completed student schedule	6/9/2016 one-time

**Alachua - 0411 - Professional Academy Magnet At Loften High - 2015-16 SIP**  
*Professional Academy Magnet At Loften High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Classroom observations and review of lesson plans	Allen, Cheryl	8/18/2014	Observation of intended instruction, lesson plan alignment	6/5/2015 weekly
G2.B1.S2.MA1	Classroom observations and review of lesson plans	McElroy, William	8/18/2014	Observation of intended instruction, lesson plan alignment	5/29/2015 weekly
G3.MA1	Continually monitor the progress towards graduation for all students in terms of attendance, test data, credits.	McElroy, William	8/24/2015	Student is on track to graduate with cohort.	6/9/2016 monthly
G3.B1.S1.MA1	Attendance, drop out and graduation rate will be monitored, progress of all seniors	McElroy, William	8/24/2015	Students remain in school, graduate	6/9/2016 monthly
G3.B1.S1.MA1	PSAT and ACT scores will be discussed with students for long term goals	Allen, Cheryl	8/24/2015	Students long range plans	6/9/2016 one-time
G3.B1.S2.MA1	Dissemination of information to students	Allen, Cheryl	8/18/2014	Students understand and take advantage of options.	6/2/2015 monthly
G3.B1.S2.MA1	Dissemination of information to students	Allen, Cheryl	8/18/2014	Student attendance in meetings	6/2/2015 monthly
G3.B1.S3.MA1	At risk students will be monitored throughout the school year.	Allen, Cheryl	8/18/2014	Student grades, credit summary	6/2/2015 biweekly
G3.B1.S3.MA1	At risk students will be monitored throughout the school year.	Allen, Cheryl	8/18/2014	Student grades, credit summary	6/2/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Increase the percentage of students in all subgroups scoring at or above the proficiency level on the FSA ELA assessment

**G1.B1** Some students are below grade level in reading and experience difficulty reading content area texts.

**G1.B1.S2** Teachers will plan and deliver lessons with increased rigor, high yield instructional strategies, and higher order questioning.

### PD Opportunity 1

Teachers will receive training on instructional strategies, higher order thinking and questioning skills.

#### Facilitator

District and administration, state and national conferences

#### Participants

All staff

#### Schedule

Annually, from 8/24/2015 to 6/9/2016

**G2.** Increase the percentage of students scoring at or above level 3 on the Algebra 1 EOC

**G2.B1** Many students have gaps in their math skills and are not experienced using higher order thinking skills in math

**G2.B1.S2** Algebra teachers will plan and deliver lessons that include high order thinking skills and literacy.

### PD Opportunity 1

Teachers will design lesson plans which reflect instructional strategies that include high order skill sand high order questions

#### Facilitator

District staff

#### Participants

All staff

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

Budget Data			
1	G1.B1.S1.A1	Students will be scheduled in a full year of English and reading.	\$0.00
2	G1.B1.S2.A1	Teachers will receive training on instructional strategies, higher order thinking and questioning skills.	\$0.00
3	G1.B1.S3.A1	Teachers and leadership team will analyze FAIR and CIMS results to identify areas of growth and areas in need of improvement	\$0.00
4	G2.B1.S1.A1	Students will be scheduled in Algebra 1 one semester and a mathematics elective the other semeste rresulting in a full year of mathematics instruction on a block schedule.	\$0.00
5	G2.B1.S2.A1	Teachers will design lesson plans which reflect instructional strategies that include high order skill sand high order questions	\$0.00
6	G3.B1.S1.A1	All 10th grade students will sit for the PSAT, all 11th grade will sit for PERT and ACT, results will be used for guidance and advisement	\$0.00
7	G3.B1.S2.A1	Enroll all students in a career/technical academy to qualify them for Gold Seals, have all 11th grade students apply to SFC, inform students about articulation agreements.	\$0.00
8	G3.B1.S3.A1	Students who are at risk of dropping out will be identified for specific monitoring.	\$0.00
Total:			\$0.00