



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Paxon School/Advanced Studies

3239 NORMAN E THAGARD BLVD

Jacksonville, FL 32254

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School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 26%
Alternative/ESE Center No	Charter School No	Minority Rate 60%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Paxon School/Advanced Studies

Principal

Royce Turner

School Advisory Council chair

Karl Mann

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

Name	Title
LaShanda Allen	Assistant Principal
Bradley McLeland	Assistant Principal
MaryBeth Weaver	Assistant Principal

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

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

Our SAC is currently made up of a variety of parents that represent a cross section of our school community. Our parents range from 9th grade to the 11th grade. Our SAC is currently attempting to solicit parents of seniors and a business member. Our officers are: Chair-Karl Mann, Vice Chair/Treasurer- Robin Lang, Secretary-Margaret Godke.

Involvement of the SAC in the development of the SIP

This school year the SAC was presented information about the school improvement plan and the 8 step problem solving process. It was described to our school's SAC the purpose of the plan and how they were involved with its implementation and monitoring. SAC was asked to contribute and give feedback where possible. Additionally, it was shared with the SAC some of the recommendations and suggestions for improvement from others in the school community and were asked for recommendations and suggestions for the plan.

Activities of the SAC for the upcoming school year

SAC will be involved in the distribution of any school improvement funds that are allotted to the school. The Paxon SAC has established a process of selecting areas to support based upon the school improvement plan and other criteria that they have established. SAC has also targeted the area of greater involvement in SAC. They are trying a variety of ways including print and website, to reach out to more parents. Our SAC has also been involved in getting more student involvement and leadership opportunities for students in the school.

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

At this time, based on no allocation of funds the previous school year, the Paxon SAC has no established plans for the use of funds. If funds become available, the SAC solicits requests from teachers that support the goals of the school improvement plan. Those requests are filtered through an established ranking system.

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

Not In Compliance

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

Currently our SAC does not have the correct racial balance. SAC is actively recruiting more parents.

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:

Royce Turner

Principal

Years as Administrator: 17

Years at Current School: 5

Credentials

Bachelor of Science/Political Science
 Master of Science/Educational Leadership
 Certifications: Educational Leadership

Performance Record

Paxon School for Advanced Studies
 (Principal)
 2012-2013: Projected grade A
 Reading Proficiency 84%
 Math Proficiency 92%
 Lower Quartile Reading Gains 80%
 Lower Quartile Math Gains 72%
 2011-2012: Projected grade A
 Reading proficiency 86%. Math Proficiency
 99%
 Lower Quartile Reading Gains 78%.
 Learning Gains Reading 77%
 2010-2011: Projected grade A
 Reading proficiency 73%. Math proficiency
 93%. Lowest Quartile Reading 56%. Lowest
 quartile Math 79%. Learning Gains Reading
 68%. Learning Gains Math 78%. Did not
 meet AYP.
 2009-2010. Projected grade A. Reading
 proficiency 75%. Math proficiency 96%.
 Lowest quartile Reading 56%. Lowest
 quartile Math 93%. Did not meet AYP.
 Ribault High (Principal) 2008-2009 Grade F Reading
 Mastery:18%; Learning Gains
 lowest quartile 34% Math Mastery: 55%;
 Learning Gains lowest quartile 56%
 2007-2008 Grade D Reading Mastery:
 23%; Learning Gains lowest quartile 39%
 Math Mastery: 59%; Learning Gains lowest
 quartile 62%
 2006-2007 Grade F Reading Mastery 23%;
 Learning Gains lowest quartile 41% Math
 Mastery: 53%; Learning Gains lowest
 quartile 60%
 2005-2006 Grade F reading Mastery 16%;
 Learning Gains lowest quartile 32% Math
 Mastery 41%
 Jeff Davis Middle (Principal)- 2004-2005
 Grade C Reading Mastery 48%; Learning
 Gains lowest quartile 67% Math Mastery
 38%
 2003-2004 Grade C reading Mastery 46%;
 Learning Gains lowest quartile 59% Math
 Mastery 35%

Stanton College Prep (VP)
2002-2003 Grade A Reading Mastery:84%;
Learning Gains lowest quartile 72% Math
Mastery 96%
2001-2002 Grade A Reading Mastery 84%;
Learning Gains lowest quartile 70% Math
Mastery 95%.

Bradley McLeland

Asst Principal

Years as Administrator:

Years at Current School: 5

Credentials

BS- Geography
 M.Ed.-Educational Leadership
 PhD- Curriculum and Instruction
 Certifications: Educational Leadership
 Social Studies 6-12-FL

Performance Record

Paxon School for Advanced Studies 2012-2013.
 2012-2013: Projected grade A
 Reading Proficiency 84%
 Math Proficiency 92%
 Lower Quartile Reading Gains 80%
 Lower Quartile Math Gains 72%
 Paxon School for Advanced Studies
 2011-2012: Projected grade A
 Reading proficiency 86%. Math Proficiency 99%
 Reading proficiency 86%. Math Proficiency 99%
 Lower Quartile Reading Gains 78%.
 Learning Gains Reading 77%
 2010-2011: Projected grade A
 Reading proficiency 73%. Math proficiency 93%.
 Lowest Quartile Reading 56%. Lowest quartile Math 79%.
 Learning Gains Reading 68%. Learning Gains Math 78%.
 Did not meet AYP.
 2009-2010. Projected grade A. Reading proficiency 75%.
 Math proficiency 96%. Lowest quartile Reading 56%.
 Lowest quartile Math 93%. Did not meet AYP.
 Raines High (AP)-
 2008-2009: Grade F
 Reading Mastery 13%; Learning Gains lowest quartile 30%
 Math Mastery 49%; Learning Gains lowest quartile 61%
 2007-2008: Grade F Reading Mastery 11%; Learning Gains lowest quartile 37%
 Math Mastery 45% Learning Gains lowest quartile 56%
 2006-2007 Grade F Reading Mastery: 12%; Learning Gains lowest quartile 41%
 Math Mastery: 44%; Learning Gains lowest quartile 55%
 2005-2006 Grade D Reading Mastery: 14%; Learning gains lowest quartile 39%
 Math Mastery:45%
 Ribault High (AP)- 2004-2005 Grade D

Reading Mastery: 11%; Learning Gains lowest quartile 46% Math Mastery: 41%
 2003-2004 Grade F Reading Mastery: 12%; Learning Gains lowest quartile 44% Math Mastery: 33%

LaShanda Allen

Asst Principal

Years as Administrator: 5

Years at Current School: 5

Credentials

BS- Health
 MS- Rehabilitation Counseling
 Certifications: School Principal, Educational Leadership, ESE K-12

Performance Record

Paxon School for Advanced Studies
 2012-2013: Projected grade A
 Reading Proficiency 84%
 Math Proficiency 92%
 Lower Quartile Reading Gains 80%
 Lower Quartile Math Gains 72%
 2011-2012: Projected grade A
 Reading proficiency 86%. Math Proficiency 99%
 Reading proficiency 86%. Math Proficiency 99%
 Lower Quartile Reading Gains 78%.
 Learning Gains Reading 77%
 2010-2011: Projected grade A
 Reading proficiency 73%. Math proficiency 93%. Lowest Quartile Reading 56%. Lowest quartile Math 79%. Learning Gains Reading 68%. Learning Gains Math 78%. Did not meet AYP.
 2009-2010. Projected grade A. Reading proficiency 75%. Math proficiency 96%. Lowest quartile Reading 56%. Lowest quartile Math 93%. Did not meet AYP.

MaryBeth Weaver

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Certifications: Educational Leadership, English 6-12

Performance Record

N/A

Classroom Teachers

of classroom teachers

79

receiving effective rating or higher

79, 100%

Highly Qualified Teachers

85%

certified in-field

79, 100%

ESOL endorsed

9, 11%

reading endorsed

2, 3%

with advanced degrees

37, 47%

National Board Certified

5, 6%

first-year teachers

3, 4%

with 1-5 years of experience

20, 25%

with 6-14 years of experience

23, 29%

with 15 or more years of experience

33, 42%

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

The school will work in collaboration with the district HR department to identify highly qualified candidates of diverse backgrounds. To assist in the retention of teachers, we will maintain monthly meetings for new teachers to provide guidance and support. There have also been teacher mentors or buddies who have been identified to assist others. We will also continue to provide professional development opportunities in a variety of areas that include Advanced Placement, International Baccalaureate, Dual enrollment and instructional strategies.

Persons responsible include the school administration and professional development facilitator.

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

Teachers have been paired with teachers based on a number of areas. Areas that factor into pairings include subject area taught, teaching experience and specialized training such as CET training. Additionally, teachers who have expressed a desire to assist in helping other teachers heavily factors

into how they are chosen

Mentor teachers meet with the school professional development facilitator to determine support needed. Mentors also identify areas of support and mentoring activities based on observations and feedback from the teacher being mentored about areas they have identified for support.

Monthly meetings with mentors and with the professional development facilitator are planned.

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

Our school MTSS is monitored bi-weekly by our school leadership team which represents all areas of the school. The team monitors school progress in the various areas and is tasked with implementing support mechanisms for other personnel to make these systems more effective. This group also shares in the development and monitoring of the SIP structures in the school by helping to identify areas where core instruction, resource allocation and teacher support systems are effective.

SIP structures are also monitored through our school shared decision making body who ensures faculty input in the areas of School Improvement, resource allocation, and teacher supports. This body identifies areas in need of support as voiced by the school's faculty and identifying possible solutions to resolving the perceived issues.

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

Each member is responsible for helping to ensure that the MTSS and matters related to school improvement are clearly carried out. They are charged with communicating the expectations for the school's MTSS as well and identify areas for improvement.

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

Currently the leadership team utilizes bi-weekly meetings as the primary method of monitoring progress in various areas of the school's development.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The school utilizes a number of resources to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement. These systems include Limelight/Inform, which houses standardized testing scores and data from classroom based assessments and activities. The Genesis system house information related to behavior and attendance data. Data can also be accessed through the Oncourse system which houses classroom specific information regarding attendance and classroom grades.

Instruction is monitored through a district portal for the teacher evaluation system where teacher observation data is recorded. This portal allows the school and district to identify teachers and areas in need of additional support.

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

The school leadership team will discuss and monitor MTSS during school leadership meetings so that leadership members are able to provide support to faculty. Additionally, teachers will receive documents and training that support their implementation of MTSS and data-based problem solving. As necessary, teachers will be given the opportunity to participate in trainings on how to use the data collection system made available by our district as well as other methods available to collect and analyze data. To date, the teachers have been offered training on two tools to collect and analyze data during the pre-planning session.

Literacy Leadership Team (LLT)

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

Name	Title
Royce Turner	Principal
LaShanda Allen	Assistant Principal
Bradley McLeland	Assistant Principal
MaryBeth Weaver	Assistant Principal
Danny Williams	Science Dept. Chair
Vincent Viscariello	Social Studies Dept. Chair
Denise Rambach	ELA Dept. Chair
Tametra Smith	Math Dept. Chair
Dana Long	Athletic Director
Carlan Shreve	Testing Coordinator
Kenneth Devoe	ROTC Lead
Laura Royston	Professional Development Faciliator
Krystal Culpepper	Guidance/IB Coordinator
Lissa Gold	Foreign Lang. Dept. Chair

How the school-based LLT functions

This team meets bi- weekly and identifies and reports on areas of success and weakness in the school. This team is responsible for the communication of staff expectations as well as help to address staff instructional concerns.

Major initiatives of the LLT

This year the group will be tasked with ensuring that various academic areas are supporting the use of informational text in the classroom as well as focus on text complexity. These two areas are essential to success with the Common Core State Standards.

Every Teacher Contributes to Reading Instruction

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

It has been communicated to all teachers and expected that teachers incorporate reading in their classroom on a daily basis. All subject areas have been encouraged to have their students read informational text in the classroom that is relevant to the subject area.

This is monitored through classroom observations and monitoring of teacher lesson plans. Teachers receive feedback and are invited to have discussions with administrators and district support if they need

assistance in these areas. Additionally, teachers have been supplied with a variety of sources such as books and other materials giving information on instructional strategies to help students with reading.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The school offers a few courses that allow students to integrate skills that will be relevant for college and careers. Students have the opportunity to participate in our TV production academy and leadership courses. These courses allow students to apply a variety of skills and perform tasks and duties that they may have to perform in a future career.

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

The school provides guidance to students on academic and career planning on a continual basis. School counselors conduct classroom visits where they discuss important academic and career related information with classes. Students conference with their counselor and determine their academic path at school through the selection of courses that they believe are most beneficial.

The school also has an academic review committee that meets with students having academic difficulty and counsels with those students to determine appropriate changes in their course of study to ensure student success.

College visits are scheduled throughout the school year and participation is open to all students. School Guidance also provides a series of informational evening sessions where college planning, financial aid options, and matriculation to the next grade level are discussed.

Strategies for improving student readiness for the public postsecondary level

Our school has been able to gradually increase post secondary readiness as reflected through the High School Feedback Report. Strategies that the school plans to use include close monitoring of student participation in ACT, SAT, and PERT. The school guidance department monitors students who have tested and assist students with registration, provides fee waivers, provides test prep materials, and refers students to outside test preparation activities. Additionally, the school has offered to students this school year ACT/SAT prep courses designed to help them become prepared for those examinations. Counselors also meet with students for status updates on Bright Futures eligibility. They are able to monitor this through credit checks and academic counseling.

Our school guidance departments also works with seniors to ensure that they all apply for and are accepted to at least one post-secondary institution.

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	83%	84%	Yes	85%
American Indian				
Asian	92%	86%	No	93%
Black/African American	70%	76%	Yes	73%
Hispanic	93%	83%	No	94%
White	93%	91%	No	93%
English language learners				
Students with disabilities	78%	0%	No	80%
Economically disadvantaged	73%	74%	Yes	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	193	25%	27%
Students scoring at or above Achievement Level 4	465	60%	61%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	588	76%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	154	80%	80%

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.	267	97%	97%

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	331	84%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	33%	92%	Yes	40%
American Indian				
Asian	100%	99%	Yes	100%
Black/African American	97%	83%	No	98%
Hispanic	100%	98%	Yes	100%
White	100%	97%	Yes	100%
English language learners				
Students with disabilities				
Economically disadvantaged	97%	98%	Yes	98%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	312	85%	85%
Students in lowest 25% making learning gains (EOC)	66	72%	73%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	267	97%	97%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	167	54%	55%
Students scoring at or above Achievement Level 4	109	35%	36%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	146	40%	40%
Students scoring at or above Achievement Level 4	175	47%	48%

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	130	36%	37%
Students scoring at or above Achievement Level 4	205	58%	59%

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)	6		10
Participation in STEM-related experiences provided for students	100	7%	10%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	587	42%	43%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		6%	5%
Students taking one or more advanced placement exams for STEM-related courses	587	42%	43%
CTE-STEM program concentrators	110		150
Students taking CTE-STEM industry certification exams	44	40%	40%
Passing rate (%) for students who take CTE-STEM industry certification exams		64%	65%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	110	8%	10%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	110	8%	10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	44	40%	40%
Passing rate (%) for students who take CTE industry certification exams		64%	65%
CTE program concentrators	110	8%	10%
CTE teachers holding appropriate industry certifications	1	100%	100%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	2	0%	0%
Students in ninth grade with one or more absences within the first 20 days	15	3%	2%
Students in ninth grade who fail two or more courses in any subject	41	11%	10%
Students with grade point average less than 2.0	80	6%	5%
Students who fail to progress on-time to tenth grade	7	2%	1%
Students who receive two or more behavior referrals	78	5%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	6	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	275	100%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	26	100%	100%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	1	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Paxon School for Advanced Studies would like to increase parental involvement in the school's PTSA and SAC activities. This can be accomplished by increasing PTSA and SAC membership.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase PTSA and SAC membership	1020	25%	30%

Area 10: Additional Targets

Additional targets for the school

Increase campus safety through securing the school facility including locking classroom doors and securing the school perimeter.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Ensure that all classroom doors and school gates are locked during instructional time	NA	80%	100%

Goals Summary

G1. Increase the use of gradual release to increase student achievement in all content areas

Goals Detail

G1. Increase the use of gradual release to increase student achievement in all content areas**Targets Supported**

- 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 FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- District Coaches- Coaches are able to provide support in implementation of the gradual release technique including modeling for teachers
- Professional Development- Professional Development Literature and training on implementation of gradual release
- Common Planning and PLCs- Collaborative planning offers opportunities for teachers to share implementation strategies and receive feedback on how to enhance the practice in their classrooms.

Targeted Barriers to Achieving the Goal

- Teacher Buy-in- Teachers may be hesitant to try this strategy as they may be more comfortable with other methods that they have used before
- Classroom resources- classrooms or teachers may lack resources to effectively implement the strategies as desired.

Plan to Monitor Progress Toward the Goal

Increased use of gradual release in the classroom

Person or Persons Responsible

Administration

Target Dates or Schedule:

weekly

Evidence of Completion:

Classroom observations, student data, district support logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the use of gradual release to increase student achievement in all content areas

G1.B1 Teacher Buy-in- Teachers may be hesitant to try this strategy as they may be more comfortable with other methods that they have used before

G1.B1.S1 Provide teachers with professional development to learn the research and principals behind the gradual release model to help them to understand its value

Action Step 1

Professional Development

Person or Persons Responsible

Administration

Target Dates or Schedule

Pre-planning & Teacher Academy

Evidence of Completion

School Pre-planning agenda and faculty sign-in to provide evidence the training was conducted. Additionally, the roster of Paxon faculty attendance at the teacher academy serves as evidence that training was conducted. Classroom observation data and student achievement data will serve as evidence for the effectiveness of the training received.

Facilitator:

Teacher Academy Facilitators/Administration

Participants:

All teachers

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

Professional Development

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Use of gradual release in classrooms as viewed through classroom observation

Plan to Monitor Effectiveness of G1.B1.S1

Professional Development

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom visits log/observations. Student achievement data

G1.B1.S2 Utilize district support to model the strategy for teachers and to plan with teachers to assist them in trying the strategy in their classrooms

Action Step 1

District Support

Person or Persons Responsible

District office/Administration

Target Dates or Schedule

Weekly

Evidence of Completion

District support logs

Facilitator:

District Specialist for various content areas

Participants:

Targeted classrooms

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

District Support

Person or Persons Responsible

District Specialists/Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Support logs, classroom observation

Plan to Monitor Effectiveness of G1.B1.S2

District Support

Person or Persons Responsible

District Specialist/Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Support Logs, Classroom observation, student achievement data

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase the use of gradual release to increase student achievement in all content areas

G1.B1 Teacher Buy-in- Teachers may be hesitant to try this strategy as they may be more comfortable with other methods that they have used before

G1.B1.S1 Provide teachers with professional development to learn the research and principals behind the gradual release model to help them to understand its value

PD Opportunity 1

Professional Development

Facilitator

Teacher Academy Facilitators/Administration

Participants

All teachers

Target Dates or Schedule

Pre-planning & Teacher Academy

Evidence of Completion

School Pre-planning agenda and faculty sign-in to provide evidence the training was conducted. Additionally, the roster of Paxon faculty attendance at the teacher academy serves as evidence that training was conducted. Classroom observation data and student achievement data will serve as evidence for the effectiveness of the training received.

G1.B1.S2 Utilize district support to model the strategy for teachers and to plan with teachers to assist them in trying the strategy in their classrooms

PD Opportunity 1

District Support

Facilitator

District Specialist for various content areas

Participants

Targeted classrooms

Target Dates or Schedule

Weekly

Evidence of Completion

District support logs

Appendix 2: Budget to Support School Improvement Goals