2013-2014 SCHOOL IMPROVEMENT PLAN

Professional Academy Magnet At Loften High School

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Gainesville, FL 32641
352-955-6839
http://www.sbac.edu/pages/acps

School Demographics

School Type High School	**Title I** Yes	**Free and Reduced Lunch Rate** 64%
Alternative/ESE Center No	**Charter School** No	**Minority Rate** 57%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	B	B	A	D

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
Professional Academy Magnet At Loften High

Principal
William McElroy

School Advisory Council chair
Donna Shefield

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

Name	Title
William McElroy	Principal
Cheryl Allen	Assistant Principal
Cindy Gardner	Program Coordinator
Dedra Brown	Executive Assistant
Rikki Boria	Teacher

District-Level Information

District
Alachua

Superintendent
Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP
10/25/2013

School Advisory Council (SAC)

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

Membership of the SAC

Donna Sheffield (Chair, teacher), William McElroy (Principal), Cheryl Allen (Assistant Principal) Rikki Boria (teacher), Cristina Hastings (parent), Melissa Lower (parent), Danielle Kitchens (ESP), Heather Sostrom (citizen), DonTonya Smith (citizen), Joseph Hastings (student), Zachariah Lower (student)

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

In addition to reviewing the School Improvement plan, the SAC will also be involved with FCAT testing preparation, shared decision making regarding school policies and procedures, and will be reviewing student data for the 14-15 SIP.

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

Approximately $1,000 will be used for teacher training in instructional strategies. The rest of the monies will be spent on FCAT supplies and materials, to include nutritious food for the students on testing day.

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

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

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

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

William McElroy		
Principal	Years as Administrator: 14	Years at Current School: 0

Credentials	BS (Microbiology), MEd (Science Education), EdS (Instruction and Curriculum), Leadership Certification
Performance Record	1998-2000 Assistant Principal at Ft. Clarke MS (A grade both years), 2001-2003 Principal at St Johns High School (Palmetto Gold recipient in 3rd year, Excellent Improvement rating, 2003), 2003-2007 Associate Principal at Wando High School (Excellent school grade all 4 years), 2008-2012 Assistant Principal at Gainesville High School (School grade went from D to A in that span of time)

Cheryl Allen		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	Specialist in Educational Leadership	
Performance Record	Served 4 years at the District office directing the Adult Education and GED program. Served as the Assistant Principal at the Professional Academies Magnet from 2010 to 2013 with school grades , 2010 – D, 2011 – A, 2012 - B 9th grade FCAT Reading scores with the percent proficient: 2011 – 49%, and 2012—38%, 2013 - 47% 9th grade Math scores: 2011 – 53% on Algebra 1 EOC, and 2012 – 51, 2013 - 54 10th grade Reading scores with the percent proficient: 2011 – 31%, and 2012 – 47%, 2013 - 47% 10th grade Math scores with the percent proficient: 2011 – 55%.	

Instructional Coaches

# of instructional coaches

 # receiving effective rating or higher

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
17

 # receiving effective rating or higher
17, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
17, 100%

 # ESOL endorsed
2, 12%

 # reading endorsed
4, 24%

 # with advanced degrees
9, 53%

 # National Board Certified
0, 0%

 # first-year teachers
2, 12%

 # with 1-5 years of experience
2, 12%

 # with 6-14 years of experience
3, 18%

 # with 15 or more years of experience
11, 65%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
15

 # receiving effective rating or higher
15, 100%

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

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

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.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The district office provides a mentor for beginning teachers which involves an extensive year long program. Our mentor this year is Alisha Williams , who will be mentoring Rachel Osborne and Leah Cornwell

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

We use the small learning community model to implement and monitor our MTTS/SIP 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.

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

Recommendations from the 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.

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

The MTSS team meets regularly to review a variety of student data indicative of student success. The team looks at both average data and individual data, and they develop a Master Schedule of classes that reflects the identified needs for the general population. Members of the team develop individual student schedules that provide Tier 2 support by including intensive reading and/or learning strategies classes.

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

Data sources will include FCAT, EOC, FAIR, On-Track, and other district and school assessments included with the continuous improvement model (writing prompts, CIM assessments). Data will be captured and stored within the district's Local Information Information System.

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

We will continue training with the instructional staff on data analysis, informed lesson development, and peer mentoring within our small learning community organization. Teachers will meet weekly to build capacity and use data to drive instruction. Parents will be informed at individual student conferences, open house opportunities, and through school-wide communication efforts.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year: 0

Due to the transportation issues faced by a full magnet school, we are not able to offer extended day programs on our campus. However, we are on the block schedule and our students take four 80 minute classes each day. We believe the extended periods offer more opportunity for student engagement, Our teachers also meet in Small Learning Communities once a week for collaboration and professional development.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

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

Who is responsible for monitoring implementation of this strategy?

The principal.

Literacy Leadership Team (LLT)

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

Name	Title
William McElroy	Principal
Cherly Allen	Assistant Principal
Deborah Brown	Reading Teacher
Regina Lyons	Media Specialist
Rikki Boria	English Teacher
Paula Barrett	English Teacher

How the school-based LLT functions

The Team meets once each quarter to work on the Literacy Plan. The language arts chairperson leads the council meetings. The Team discusses issues that relate to the reading, writing, and vocabulary programs as indicated on the instructional calendar. In addition, ideas are discussed pertaining to teacher training, resources and materials related to each of these programs.

Major initiatives of the LLT

The major initiative for this year will be to continue the Writing Initiative from last school year with some minor adjustments based on evaluations and the new FCAT Writing 2.0 grading criteria. In addition, we will continue both a Reading Initiative, which will follow the FCIM protocol, and a Vocabulary Acquisition initiative.

Every Teacher Contributes to Reading Instruction

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

Each teacher's Professional Development Plan includes an objective to develop instruction that results in student proficiency with essential literacy standards. Activities and resources to meet the objective include following the instructional calendar for literacy benchmarks, designing instruction that is focused on the literacy benchmarks, designing assessments that measure student proficiency on the literacy benchmarks, documenting literacy benchmarks addressed in lesson plans, using weekly study groups to collaborate on instruction and assessment design that targets the literacy benchmarks.

College and Career Readiness

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

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

All students who attend PAM are enrolled in one of our four career/technical programs. 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.

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

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.

Strategies for improving student readiness for the public postsecondary level

We will continue to focus school wide on improving student performance in the area of reading with an increased emphasis this year on writing across the curriculum.
All 10th grade students take the PLAN test.
Selected 10th grade students take the PSAT.
All 11th grade students take the PERT and apply on line for Santa Fe College.
Selected 11th and 12th grade students take the ACT and SAT.
All of our students are enrolled in a career/technical academy.
All of our students are scheduled into courses that will qualify them for the Gold Seal or higher scholarship.
Each of our career/technical programs has an articulation agreement with Santa Fe College.

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	48%	No	60%
American Indian				
Asian				
Black/African American	43%	26%	No	48%
Hispanic				
White	67%	69%	Yes	70%
English language learners				
Students with disabilities	42%	47%	Yes	48%
Economically disadvantaged	47%	36%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	20%	30%
Students scoring at or above Achievement Level 4	24	21%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	57	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	16	73%	78%

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.	17	51%	55%

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	25	54%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	65%	No	71%
American Indian				
Asian				
Black/African American	60%	50%	No	64%
Hispanic				
White	77%	74%	No	79%
English language learners				
Students with disabilities	61%	47%	No	65%
Economically disadvantaged	69%	52%	No	72%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	46	72%	80%
Students in lowest 25% making learning gains (EOC)	*[data excluded for privacy reasons]*		60%

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.	12	32%	40%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	42%	50%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	50%	60%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		45%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	47%	60%
Students scoring at or above Achievement Level 4	12	35%	45%

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)	15		30
Participation in STEM-related experiences provided for students	150	75%	80%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	150	71%	75%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		85%	90%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		100
Students taking CTE-STEM industry certification exams	32	18%	25%
Passing rate (%) for students who take CTE-STEM industry certification exams		50%	60%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	181	87%	90%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	74	36%	40%
Completion rate (%) for CTE students enrolled in *accelerated* courses		85%	90%
Students taking CTE industry certification exams	32	18%	25%
Passing rate (%) for students who take CTE industry certification exams		56%	60%
CTE program concentrators	0	0%	10%
CTE teachers holding appropriate industry certifications	4	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	18	9%	5%
Students in ninth grade with one or more absences within the first 20 days	28	50%	40%
Students in ninth grade who fail two or more courses in any subject	17	30%	20%
Students with grade point average less than 2.0	30	17%	10%
Students who fail to progress on-time to tenth grade	3	7%	5%
Students who receive two or more behavior referrals	15	8%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	15	8%	5%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.		2%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)		61%	66%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		52%	57%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)		70%	75%

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

Our goal is involve at least 50% of our parents in some capacity at the school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
50 % of our parents will attend the fall Open House	40	40%	50%

Goals Summary

G1. Increase the percentage of students in all subgroups scoring at or above the proficiency level on FCAT 2.0 Reading.

G2. Increase the percentage of students scoring proficient or above on FCAT Writing.

G3. Increase the percentage of students scoring at or above level 3 on the Algebra 1 EOC

G4. Decrease the percentage of students who drop out and increase the graduation rate.

Goals Detail

G1. Increase the percentage of students in all subgroups scoring at or above the proficiency level on FCAT 2.0 Reading.

Targets Supported
- Reading (FCAT2.0)

Resources Available to Support the Goal
- In-house CIM assessments
- Vocabulary Instruction for Academic Success (book study),
- FAIR results, FCAT reports,
- Study group meetings and data chats

Targeted Barriers to Achieving the Goal
- Some students are below grade level in reading and experience difficulty reading content area texts.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Administrators

Target Dates or Schedule:
Weekly

Evidence of Completion:
Increased assessment scores

G2. Increase the percentage of students scoring proficient or above on FCAT Writing.

Targets Supported
- Writing

Resources Available to Support the Goal
- CIMS Writing calendar
- Monies to pay for training
- Lesson plans, classroom observation data

Targeted Barriers to Achieving the Goal
- Students are not writing across the curriculum

Plan to Monitor Progress Toward the Goal

Results from CIM, FAIR, and practice FCAT writing will be analyzed

Person or Persons Responsible
Administrators and teachers

Target Dates or Schedule:
All year in study group

Evidence of Completion:
Scores on all assessments

G3. Increase the percentage of students scoring at or above level 3 on the Algebra 1 EOC

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Textbooks, smart response systems, Algebra Nation, other math websites

Targeted Barriers to Achieving the Goal
- Many students have gaps in their math skills and are not experienced using higher order thinking skills in math

Plan to Monitor Progress Toward the Goal

Assessment data, to include On-Track, practice assessments, and classroom assessment will be used to monitor progress

Person or Persons Responsible
Teacher, Administrator

Target Dates or Schedule:
All year

Evidence of Completion:
Assessment scores, passing Algebra 1 EOC score.

G4. Decrease the percentage of students who drop out and increase the graduation rate.

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Continually monitor the progress towards graduation for all students

Person or Persons Responsible

Teachers, Administrators, Guidance counselor

Target Dates or Schedule:

All year

Evidence of Completion:

Student is on track to graduate with cohort.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase the percentage of students in all subgroups scoring at or above the proficiency level on FCAT 2.0 Reading.

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

G1.B1.S1 Students in 9th and 10th grade with a Level 1 on FCAT 2.0 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.

Action Step 1

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

Person or Persons Responsible

Principal, Assistant Principal, Student Services

Target Dates or Schedule

Summer

Evidence of Completion

Student schedule

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

Student schedules will be checked for accuracy.

Person or Persons Responsible

Principal, Assistant Principal, Student Services

Target Dates or Schedule

Start of school

Evidence of Completion

Completed student schedule

Plan to Monitor Effectiveness of G1.B1.S1

CIMS, FAIR assessments

Person or Persons Responsible

Study groups, Principal, Assistant principal

Target Dates or Schedule

Weekly study group meetings, site council meetings, curriculum leadership team meetings

Evidence of Completion

Increased assessment results

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

Action Step 1

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

Person or Persons Responsible

Various resources (Kagan, district staff)

Target Dates or Schedule

Continuous

Evidence of Completion

Lesson plans, workshop certificates

Facilitator:

Kagan representative

Participants:

Cornwell, Sheffield, Genarro, Osborne

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

Classroom observations will be conducted and lesson plans will be reviewed

Person or Persons Responsible

Administrators

Target Dates or Schedule

All year

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S2

Assessment results (CIMS, FAIR), classroom observations

Person or Persons Responsible

Administrators

Target Dates or Schedule

All year

Evidence of Completion

Observed behaviors in classrooms, assessment reports, lesson plans

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

Action Step 1

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

Person or Persons Responsible

Teachers and leadership team

Target Dates or Schedule

After each administration in study groups

Evidence of Completion

FAIR and CIMS results discussed in study groups

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

Assessments will be administered, monitored and analyzed

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule

Study group meetings

Evidence of Completion

Assessment reports

Plan to Monitor Effectiveness of G1.B1.S3

Assessments will be administered, monitored and analyzed

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule

Study group meetings

Evidence of Completion

Assessment reports

G1.B1.S4 All teachers will incorporate reading and vocabulary strategies appropriate to their content area.

Action Step 1

Reading CIMS calendar will be developed and Vocabulary Instruction for Academic Success will be used for book study

Person or Persons Responsible

All teachers

Target Dates or Schedule

Study groups will meet weekly

Evidence of Completion

Lesson plans, observations, FAIR and FCAT results

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Lessons incorporate reading and vocabulary strategies

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans. classroom observations

Plan to Monitor Effectiveness of G1.B1.S4

Lesson plans and CIM results will be reviewed, classroom observations will be conducted

Person or Persons Responsible

Administrators, teachers

Target Dates or Schedule

Weekly and in study groups

Evidence of Completion

Lessons are delivered with fidelity.

G2. Increase the percentage of students scoring proficient or above on FCAT Writing.

G2.B1 Students are not writing across the curriculum

G2.B1.S1 All teachers will require students to write and will follow the CIM writing calendar.

Action Step 1

Lesson plans which show evidence of writing in all classes, all teachers will follow the CIM calendar and administer all practice assessments

Person or Persons Responsible

Teachers

Target Dates or Schedule

All year

Evidence of Completion

Lesson plans, observations, CIM calendar, graded CIM assessments

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

Classroom observations, lesson plan review

Person or Persons Responsible

Administrators, Study group leaders

Target Dates or Schedule

All year

Evidence of Completion

Completed and grade CIM assessments, lesson plans, observed behaviors.

Plan to Monitor Effectiveness of G2.B1.S1

Assessment results will be reviewed, lesson plans

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

All year

Evidence of Completion

Assessment scores, classroom observations

G3. Increase the percentage of students scoring at or above level 3 on the Algebra 1 EOC

G3.B1 Many students have gaps in their math skills and are not experienced using higher order thinking skills in math

G3.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.

Action Step 1

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 or Persons Responsible

Administrator

Target Dates or Schedule

Summer

Evidence of Completion

Completed student schedule

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

Students scheduled into correct courses

Person or Persons Responsible

Administrator

Target Dates or Schedule

Start of school

Evidence of Completion

Completed student schedule

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

Classroom teacher, Administrators

Target Dates or Schedule

All year

Evidence of Completion

Assessment reports and improvement plans

G3.B1.S2 Algebra teachers will plan and deliver lessons that include high order thinking skills.

Action Step 1

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

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

All year

Evidence of Completion

Lesson plans, classroom observations.

Facilitator:

District staff

Participants:

Maple

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

Classroom observations and review of lesson plans

Person or Persons Responsible

Administrators

Target Dates or Schedule

All year

Evidence of Completion

Observation of intended instruction, lesson plan alignment

Plan to Monitor Effectiveness of G3.B1.S2

Classroom observations and review of lesson plans

Person or Persons Responsible

Administrators

Target Dates or Schedule

All year

Evidence of Completion

Observation of intended instruction, lesson plan alignment

G4. Decrease the percentage of students who drop out and increase the graduation rate.

G4.B1 Some students lack short and long term goals for acquiring needed levels of education.

G4.B1.S1 Identify students' interests using assessments and diagnostics.

Action Step 1

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

Person or Persons Responsible

Student services, Administrators

Target Dates or Schedule

On going

Evidence of Completion

Test schedules and results, log of meetings with couselors

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

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

Person or Persons Responsible

Student services, Administrators

Target Dates or Schedule

On going

Evidence of Completion

Students long range plans

Plan to Monitor Effectiveness of G4.B1.S1

Drop out and graduation rate will be monitored

Person or Persons Responsible

Student services, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Students remain in school

G4.B1.S2 Provide information on career academies and post-secondary opportunities.

Action Step 1

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 or Persons Responsible

Student services, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Dissemination of information to students

Person or Persons Responsible

Student services, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Student attendance in meetings

Plan to Monitor Effectiveness of G4.B1.S2

Dissemination of information to students

Person or Persons Responsible

Student services, Administrators

Target Dates or Schedule

On going

Evidence of Completion

Students understand and take advantage of options.

G4.B1.S3 Use a variety of approaches to increase the attendance rate.

Action Step 1

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

Person or Persons Responsible

Administrator, Student Services

Target Dates or Schedule

All year

Evidence of Completion

Student grades, credit summary report, attendance record

Plan to Monitor Fidelity of Implementation of G4.B1.S3

At risk students will be monitored throughout the school year.

Person or Persons Responsible

Teachers, Administrators, Guidance counselor

Target Dates or Schedule

All year

Evidence of Completion

Student grades, credit summary

Plan to Monitor Effectiveness of G4.B1.S3

At risk students will be monitored throughout the school year.

Person or Persons Responsible

Teachers, Administrators, Guidance counselor

Target Dates or Schedule

All year

Evidence of Completion

Student grades, credit summary

Coordination and Integration

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

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

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 continued with 3 Study Groups, each consisting of 7 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. 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 "Vocabulary Instruction for Academic Success" during the first semester. Copies of the book were purchased for all members of the faculty.

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.

The Curriculum Leadership Team also developed and implemented an FCIM Reading program using "Take Ten" that provides all teachers with a nine-day cycle of focus reading lessons, assessments, and remediation/enrichment activities.

During pre-planning, an updated presentation to the faculty on the Writing and Reading Initiative 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 9 weeks also included an emphasis on paragraph writing that addressed main idea, supporting details, and author's purpose. For the 2nd 9 weeks the calendar addressed essay writing that included the reference and research strand in literacy. The 3rd 9 weeks calendar opened up to either paragraph or essay writing as appropriate with emphasis on the literacy strands of word meanings, comparison and contrast, and cause and effect.

The Literacy Council has 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.

We had 8 teachers attend the Kagan training on June 10-11 and will send 4 more to training in October, 2013.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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 FCAT 2.0 Reading.

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

Kagan representative

Participants

Cornwell, Sheffield, Genarro, Osborne

Target Dates or Schedule

Continuous

Evidence of Completion

Lesson plans, workshop certificates

G3. Increase the percentage of students scoring at or above level 3 on the Algebra 1 EOC

G3.B1 Many students have gaps in their math skills and are not experienced using higher order thinking skills in math

G3.B1.S2 Algebra teachers will plan and deliver lessons that include high order thinking skills.

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

Maple

Target Dates or Schedule

All year

Evidence of Completion

Lesson plans, classroom observations.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the percentage of students in all subgroups scoring at or above the proficiency level on FCAT 2.0 Reading.	$973
	Total	$973

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Total
General funds	$0	$0	$0
Create	$0	$973	$973
Total	$0	$973	$973

Budget Details

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

G1. Increase the percentage of students in all subgroups scoring at or above the proficiency level on FCAT 2.0 Reading.

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.

Action Step 1

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

Resource Type

Professional Development

Resource

Kagan Training

Funding Source

Create

Amount Needed

$973

G1.B1.S4 All teachers will incorporate reading and vocabulary strategies appropriate to their content area.

Action Step 1

Reading CIMS calendar will be developed and Vocabulary Instruction for Academic Success will be used for book study

Resource Type

Evidence-Based Materials

Resource

Vocabulary Instruction for Success

Funding Source

General funds

Amount Needed

$0