



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Graceville High School

5539 BROWN ST

Graceville, FL 32440

850-263-4451

<http://ghs.jcsb.org>

School Demographics

School Type
High School

Title I
No

Free and Reduced Lunch Rate
69%

Alternative/ESE Center
No

Charter School
No

Minority Rate
50%

School Grades History

2013-14
A

2012-13
A

2011-12
B

2010-11
B

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Part III: Coordination and Integration	29
Appendix 1: Professional Development Plan to Support Goals	30
Appendix 2: Budget to Support Goals	31

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

Graceville High School

Principal

Larry Moore

School Advisory Council chair

Bryant Hardy

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

Name	Title
Larry Moore	Principal
Julie Burdeshaw	Asst. Principal
Phillip Jones	Reading (Chair SBLT)
Teresa McDaniel	Math
Cynthia Bloomer	Science
Amy Miller	Reading
Amity Britt	Foreign Language

District-Level Information

District

Jackson

Superintendent

Mr. Steve R Benton, Sr

Date of school board approval of SIP

10/15/2013

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

Bryant Hardy-Chair

Larry Moore-Principal

The members of the GHS/GMS SAC is 9 parents, 2 teachers, the principal, and a paraprofessional. One member is a local business owner. One of the teachers is the chair and the other is the secretary.

Involvement of the SAC in the development of the SIP

The Employees of the school, parents, community members, and businesses in the community will meet and discuss, review, revise, improve, and approve the 2013-2014 SIP. Input was obtained from all members of the SAC in developing this plan.

Activities of the SAC for the upcoming school year

Activities for the SAC will be to go over rules and policies of the school, FOCUS and how parents can access it, discuss The Foundation, parental involvement and concerns, the future of the school, etc.

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

N/A

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

N/A

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:**Larry Moore**

Principal

Years as Administrator: 22

Years at Current School: 0

Credentials

BA-Agricultural Education & Extension
Masters-Agricultural Extension & Extension
Specialist-Administration & Educational Leadership

Performance Record

N/A
This is Larry Moore's first year at Graceville High School

Julie Burdeshaw

Asst Principal

Years as Administrator: 6

Years at Current School: 24

Credentials

BA-Social Studies Education
Masters-Science-Education Leadership
Specialist-Curriculum

Performance Record

2012-2013 No grade yet
2011-2012 B
2010-2011 B
2009-2010 A
2008-2009 A

Instructional Coaches**# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

n/a

Performance Record

n/a

Classroom Teachers**# of classroom teachers**

23

receiving effective rating or higher

23, 100%

Highly Qualified Teachers

100%

certified in-field

22, 96%

ESOL endorsed

5, 22%

reading endorsed

6, 26%

with advanced degrees

10, 43%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

3, 13%

with 6-14 years of experience

9, 39%

with 15 or more years of experience

11, 48%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 100%

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

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Jackson County new teacher program.
2. Teacher referrals.
3. Mentor/mentee programs.
4. Onsite professional development programs.
4. Working with Chipola College to recruit newly graduated teacher and PAEC helps advertise job openings.
5. Retain teachers by reimbursing for college classes, reading endorsement, tutoring for subject area exams, providing professional development at the local, state, and federal level, etc.

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

Teacher Mentoring Program/Plan is the assigned responsibilities as outlined in the state approved Jackson County New Teacher program. Our school has two beginning teachers for the 2013-14 school year. Both of our beginning teachers are paired with high performing, experienced colleagues in their grade level. Close proximity and effectiveness of paired teacher is taken into consideration for each pairing. Beginning teachers also meet with content specialists on our school-based leadership team.

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

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need

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

Specific SST Roles/functions (one person may sure more than one role)

- Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
 - Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings
 - Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data
 - Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives
 - Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed
 - Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, informs team when time is running short.
 - Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training as needed
 - Teacher – of the student whose needs are being addressed
 - Parent/Guardian – of the student whose needs are being addressed
 - Speech/Language Pathologist –as needed–assists in developing interventions for speech/language concerns-provides training as needed to interventionists
- The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

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

- Lesson Plans
- District-wide Intervention Documentation Worksheets—documented by interventionists identifying time, evidenced-based program, and focus skill(s) of students receiving T2 and/or T3 interventions
- Review of on-going Progress Monitoring Results
- Walkthroughs
- Analyze/review student performance data in Grade Groups

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

Core (T1 *monitored 3x yr) Data Sources: *ThinkLink (reading, math, science), FAIR , *Jackson County Writes, *Office Discipline Referrals

Core (T1) Management Systems: Discovery Education, Performance Matters, FOCUS

Supplemental (T2 monitored bimonthly) & Intensive (T3 monitored wkly) Data Sources: ThinkLink probes (reading, math, science), FAIR (reading), grade level assessments (reading, math, science), STAR (reading), LEXIA (reading), Think Through Math (6-12), Office Discipline Referrals

Supplemental & Intensive (T2/T3) Management Systems: Discovery Education, Progress Monitoring and Reporting Network, Performance Matters, FOCUS, Software reports

Baseline: Florida Assessments for Instruction in Reading (FAIR)-level 1&2, Jackson Writes, Thinklink, Behavior Tracking Charts (BTC), Functioning Behavior Assesment (FBA), and Behavior Intervention Plan (BIP).

Midyear: FAIR, Jackson Writes, Thinklink, BTC's, FBA's, BIP's, Discipline Referrals, Report Cards

End of Year: FAIR, Jackson Writes, Thinklink, BTC's, FBA's, BIP's, Discipline Referrals, Report Cards

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

The Staff Liaison on the SST will continue to collaborate with grade groups on the MTSS process and new teachers will receive training as needed. Parents are encouraged through parent/teacher conferences, phone calls and written invitations to actively participate in the MTSS process for his/her child. The district wide MTSS coordinator will continue to provide district wide trainings, onsite trainings and consultation as needed throughout the school year.

The MTSS is supported by Tracy Stephens (district coordinator). Inservice is periodically provided to address new processes, interventions, requirements, etc. All schools in the district meet to share ideas. Each summer the data team along with RtI members access the RtI program to discuss and make changes at our school if needed.

The MTSS is also supported through district trainings as well as onsite trainings and consultation, and through the collaboration with all other school-based teams focusing to improve student achievement.

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: Weekend Program**Minutes added to school year: 100**

GHS has intensive math and reading classes to provide students extended time learning where needed as well as Advanced Placement classes that challenges students.

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?

Content area teachers are collecting the data from the enrichment period and analyzing student performance. Intensive classroom teachers collaborate with the content area teachers and analyze the progress made within the intensive periods.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal and content area teachers

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Amy Miller	Reading (LLT chair)
Judy Cox	Reading
Nancianne Watson	Intensive Reading
Larry Moore	Principal
Julie Burdeshaw	Assist. Principal
Jeff Edge	Reading/Writing
Wilson Ivey	Media
Danny Kincaid	Writing
Phillip Jones	Reading/Writing
Richard Wheatley	ESE

How the school-based LLT functions

The team implements the Jackson District Reading Plan into the school curriculum. GHS has developed a reading plan as well. Components of this plan are Accelerated Reader (AR), disaggregating Fair, thinklink data, differentiated curriculum, and vertical alignment of reading curriculum. The team meets monthly or as needed. Dialogue is on going between reading teachers and other content area teachers.

Major initiatives of the LLT

The major initiative of the LLT this year is to continue to expose students to informational text and close reads and to increase AP reading material, both in reading classes and other content area classes. Accelerated reader will continue to be used to encourage personal reading.

Every Teacher Contributes to Reading Instruction

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

Teachers met before the school year starts and throughout the school year to discuss, revise, and implement lesson plans that involve reading across the curriculum. All teachers will teach academic vocabulary.

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

Agriculture classes help students connect the relationship between science and mathematics. This allows our STEM students to be able to get that hands on experience that is needed.

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

8th grade students take a career class and find ideas of types of careers in their field of interest.

Every other year we have a college and career fair at GHS.

Seniors attend regional career fairs and shadow possible career choices.

Military recruiters and college admissions personnel come to GHS to speak to our students

Strategies for improving student readiness for the public postsecondary level

Students access to ACT prep, PERT Math, and PERT English classes.

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	63%	56%	No	67%
American Indian				
Asian				
Black/African American	47%	50%	Yes	52%
Hispanic				
White	73%	62%	No	76%
English language learners				
Students with disabilities	42%	0%	No	48%
Economically disadvantaged	54%	48%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	35%	50%
Students scoring at or above Achievement Level 4	60	22%	50%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	146	53%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	20	29%	50%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%

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.	<i>[data excluded for privacy reasons]</i>		50%

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	42	51%	60%
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	51%	53%	Yes	56%
American Indian				
Asian				
Black/African American	41%	45%	Yes	47%
Hispanic				
White	56%	61%	Yes	60%
English language learners				
Students with disabilities	35%	0%	No	42%
Economically disadvantaged	43%	48%	Yes	49%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	[data excluded for privacy reasons]		50%
Students in lowest 25% making learning gains (EOC)	[data excluded for privacy reasons]		50%

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.	[data excluded for privacy reasons]		50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	52%	60%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		50%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	52%	60%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		50%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	26%	50%
Students scoring at or above Achievement Level 4	12	29%	50%

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)	4		10
Participation in STEM-related experiences provided for students	6	3%	10%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	187	100%	100%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses	4	2%	0%
CTE-STEM program concentrators	0		1
Students taking CTE-STEM industry certification exams	0	0%	2%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	2%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	382	100%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0	0%	2%
Passing rate (%) for students who take CTE industry certification exams		0%	2%
CTE program concentrators	0	0%	4%
CTE teachers holding appropriate industry certifications	0	0%	4%

Area 8: Early Warning Systems

High School Indicators

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

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	1	2%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	51	51%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	4	100%	100%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Parents of athletes, band members, and choral members are encouraged to join these booster clubs. Parents of students with AIP's, and IEP's are contacted and meet with.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Surveys about GHS were sent out to all student's parents/guardians	65	20%	50%

Goals Summary

- G1.** improve student achievement in reading
- G2.** Improve student achievement on Alg 1 EOC scores
- G3.** Improve student achievement on FCAT scores
- G4.** improve student achievement on Biology EOC

Goals Detail

G1. improve student achievement in reading

Targets Supported

- Reading (AMO's, FCAT2.0, Postsecondary Readiness)

Resources Available to Support the Goal

- computers, intensive reading classes, close reading, attendance policy

Targeted Barriers to Achieving the Goal

- students not reading complex texts outside the classroom, students not having computer and internet access at home, organization, attendance

Plan to Monitor Progress Toward the Goal

Teachers incorporating more close reads and more complex texts. Bring computer carts into the classroom for students to have access at school and/or take students to one of the computer labs.

Person or Persons Responsible

Mr. Moore

Target Dates or Schedule:

progress monitoring

Evidence of Completion:

summative assessments

G2. Improve student achievement on Alg 1 EOC scores

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Intensive math classes, Buckle Down, Alg 1 nation, peer tutoring

Targeted Barriers to Achieving the Goal

- understanding terminology, lack of in-depth level of thinking, organization, attendance

Plan to Monitor Progress Toward the Goal

1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5 .intensive math classes

Person or Persons Responsible

Mr. Moore

Target Dates or Schedule:

Progress monitoring

Evidence of Completion:

summative assessment

G3. Improve student achievement on FCAT scores

Targets Supported**Resources Available to Support the Goal**

- intensive math classes, agenda books to keep up with assignments, new attendance policies

Targeted Barriers to Achieving the Goal

- understanding terminology, lack of in-depth level of thinking, attendance, organization

Plan to Monitor Progress Toward the Goal

1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5 .intensive math classes: 2 days per week for level 2 and 3 days per week for level 1

Person or Persons Responsible

Mr. Moore

Target Dates or Schedule:

progress monitoring

Evidence of Completion:

summative assessments

G4. improve student achievement on Biology EOC

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- 1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5. gizmos

Targeted Barriers to Achieving the Goal

- terminology,time for extended labs, computer access, organization, attendance

Plan to Monitor Progress Toward the Goal

1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5 .bring computer carts into classroom, & gizmo computer license

Person or Persons Responsible

Mr. Moore

Target Dates or Schedule:

progress monitoring

Evidence of Completion:

summative assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. improve student achievement in reading

G1.B1 students not reading complex texts outside the classroom, students not having computer and internet access at home, organization, attendance

G1.B1.S1 1. Teachers incorporating more close readings and more complex texts 2. Bring computer carts into the classroom for students to have access at school and/or take students to one of the computer labs.

Action Step 1

Teachers incorporating more close reads and more complex texts. Bring computer carts into the classroom for students to have access at school and/or take students to one of the computer labs.

Person or Persons Responsible

intensive reading or english teacher

Target Dates or Schedule

in the classroom

Evidence of Completion

attendance sheets, reports printed off computer programs, student learning plans

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

Teachers incorporating more close reads and complex texts. Bring computer carts into the classroom for students to have access at school and/or take students to one of the computer labs.

Person or Persons Responsible

Mr. Moore and department chair

Target Dates or Schedule

Mr. Moore at least 3 times per year

Evidence of Completion

classroom walk throughs

Plan to Monitor Effectiveness of G1.B1.S1

Teachers incorporating more close reads and more complex texts. Bring computer carts into the classroom for students to have access at school and/or take students to one of the computer labs.

Person or Persons Responsible

Mr. Moore

Target Dates or Schedule

Progress monitoring 3 times per year and data team

Evidence of Completion

Updating SAC, data team meetings

G2. Improve student achievement on Alg 1 EOC scores

G2.B1 understanding terminology, lack of in-depth level of thinking, organization, attendance

G2.B1.S1 1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5 .intensive math classes

Action Step 1

1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5 .intensive math classes

Person or Persons Responsible

Alg 1 teachers

Target Dates or Schedule

daily

Evidence of Completion

attendance, reports printed off computer programs

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

1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5 .intensive math classes

Person or Persons Responsible

Administration & Alg 1 teacher

Target Dates or Schedule

Mr. Moore at least 3 times per year

Evidence of Completion

classroom walk throughs

Plan to Monitor Effectiveness of G2.B1.S1

1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5 .intensive math classes

Person or Persons Responsible

Mr. Moore

Target Dates or Schedule

Progress monitoring 3 times per year and the data team

Evidence of Completion

Updating SAC, data team meetings

G3. Improve student achievement on FCAT scores

G3.B1 understanding terminology, lack of in-depth level of thinking, attendance, organization

G3.B1.S1 1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5. intensive math classes: 2 days per week for level 2 and 3 days per week for level 1

Action Step 1

1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5. intensive math classes

Person or Persons Responsible

FCAT math teachers

Target Dates or Schedule

Daily 2 days per week for level 2 3 days per week for level 1

Evidence of Completion

attendance, reports printed off computer programs

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

1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5. intensive math classes

Person or Persons Responsible

Administration and FCAT math teachers

Target Dates or Schedule

Mr. Moore at least 3 times per year

Evidence of Completion

classroom walk throughs

Plan to Monitor Effectiveness of G3.B1.S1

1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5 .intensive math classes: 2 days per week for level 2 and 3 days per week for level 1

Person or Persons Responsible

Mr. Moore

Target Dates or Schedule

Progress monitoring 3 times per year and the data team

Evidence of Completion

Updating SAC and data team meetings

G4. improve student achievement on Biology EOC

G4.B1 terminology,time for extended labs, computer access, organization, attendance

G4.B1.S1 1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5. bring computer carts into classroom, & gizmo computer license

Action Step 1

1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5 .bring computer carts into classroom, & gizmo computer license

Person or Persons Responsible

Bio. teacher

Target Dates or Schedule

attendance and organization daily, bi weekly basis

Evidence of Completion

attendance, reports printed off computer program

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

1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5 . bring computer carts into classroom, & gizmo computer license

Person or Persons Responsible

Mr. Moore and Bio teacher

Target Dates or Schedule

at least 3 times per year

Evidence of Completion

classroom walk throughs

Plan to Monitor Effectiveness of G4.B1.S1

1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5 .bring computer carts into classroom, & gizmo computer license

Person or Persons Responsible

Mr. Moore

Target Dates or Schedule

progress monitoring 3 times per year

Evidence of Completion

Updating SAC and data team meetings

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 are not a Title 1 school.

Title 2 provides professional development (ex: Linda Walker)

SAI-Project 9508 supplements student achievement across math and science

Violence prevention-SRO's

Nutrition Programs- Free and reduced lunches

Job Training - Career Fairs

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.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	improve student achievement in reading	\$13
G4.	improve student achievement on Biology EOC	\$13
Total		\$26

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
project 9508; title I part 3; title 6	\$13	\$13
project 9508	\$13	\$13
Total	\$26	\$26

Budget Details

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

G1. improve student achievement in reading

G1.B1 students not reading complex texts outside the classroom, students not having computer and internet access at home, organization, attendance

G1.B1.S1 1. Teachers incorporating more close readings and more complex texts 2. Bring computer carts into the classroom for students to have access at school and/or take students to one of the computer labs.

Action Step 1

Teachers incorporating more close reads and more complex texts. Bring computer carts into the classroom for students to have access at school and/or take students to one of the computer labs.

Resource Type

Other

Resource

1. Add 10 computers 2. substitute teachers for those teachers participating in lesson studies

Funding Source

project 9508; title I part 3; title 6

Amount Needed

\$13

G4. improve student achievement on Biology EOC

G4.B1 terminology,time for extended labs, computer access, organization, attendance

G4.B1.S1 1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5. bring computer carts into classroom, & gizmo computer license

Action Step 1

1. cross curriculum projects 2. academic vocabulary 3. agenda books to keep up with assignments 4. new attendance policies 5. bring computer carts into classroom, & gizmo computer license

Resource Type

Other

Resource

1. add 10 computers 2. Subs for teachers participating in lesson studies

Funding Source

project 9508

Amount Needed

\$13