Professional Academy Magnet At Loften High School

2016-17 Schoolwide Improvement Plan

Professional Academy Magnet At Loften High School

3000 E UNIVERSITY AVE, Gainesville, FL 32641

https://www.sbac.edu/loften

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	53%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	B	

*Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/18/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Professional Academy Magnet At Loften High School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

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

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

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

3. Early Warning Systems

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

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

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

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

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	5	16	6	12	39
One or more suspensions	0	0	0	0	0	0	0	0	0	1	5	2	3	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	11	11	16	38
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	10	5	8	3	26

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	11	14	8	17	50

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

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

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

As we are generally an application-only school, we accept students from across the district and some come to us from neighboring districts. We do not have a defined school zone or community which makes parent involvement a constant challenge. To build positive relationships and keep parents informed we:
--> Host two open houses, one in the fall term and one in the spring term.
--> Host two parent conference nights, one in the fall term, one in the spring term.
--> Update the school website often to reflect current information.
--> Communicate via phone-home and blast email messages.
--> Send assessment reports, progress reports and report cards home
--> Provide parents with a copy and explanation of assessment data
--> Invite all parents to join our Academic Booster Club or serve on the SAC.
--> Use Infinite Campus to inform parents of student progress in each class

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

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

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

b. Duties

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

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

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

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

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

Teachers indicated that Study Group meetings were more effective when they were using a book to guide their discussions. The leadership team decided to schedule a book study using The Mindset, a book and process SFC used to keep students in school despite early warning signs that might prevent them form doing so.

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

During pre-planning, an updated presentation to the faculty on the FSA Writing and Reading Standards and Vocabulary Acquisition Initiative was provided to them. At the September faculty meeting, the FCIM reading implementation was explained along with distribution and introduction of the book for the book study.
Along with the specific benchmarks, our instructional calendar for the 1st nine weeks also included an

emphasis on paragraph writing that addressed main idea, supporting details, and author's purpose. The Literacy Council also developed a school-wide rubric for paragraph and essay writing that is used by all teachers in their content areas. The results that are submitted every two weeks indicate students' mastery levels. The Program Coordinator maintains files of Writing assessment data.

To monitor the performance of the bottom quartile, we produced a "Watch List" of the bottom 1/3 FSA ELA 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, 2015 FSA ELA score, and 2015 EOC 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Rachel Osborne	Teacher
William McElroy	Principal
Missy Lower	Parent
Alex Perez	Student
Janet Hayes	Parent
Cheryl Allen	Principal
Sara Jones	Student
	Teacher
	Education Support Employee
James Albright	Business/Community
	Education Support Employee
Dr. Tom Martinko	Business/Community
Julian Kinsey	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC met on July, 25, 2016 to review the data points addressed in the 15-16 SIP. All goals were discussed and revised for the 2016-17 SIP.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

Approximately $1,000 was used for teacher training in instructional strategies. Another $500 was spent on FSA supplies and materials, to include nutritious food for the students on testing day. Approximately $2,000 was spent to pay teachers to tutor math after school.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative for this year will be to continue the Writing and Reading CIM Initiative with some minor adjustments based on a review and the new FSA Reading and Writing standards. In addition, we will continue the Vocabulary Acquisition initiative. We will also participate in a book study of The Mindset.

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

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

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

principal emails a weekly agenda reminding the faculty of the weekly CIM focuses, upcoming assessments, vocabulary, and meetings as well as other pertinent information for the week.

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

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

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

Strategy: Extended School Day

Minutes added to school year:

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
McElroy, William, mcelroywc@gm.sbac.edu

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

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

Strategy: After School Program

Minutes added to school year: 200

Students will get extra help after school

Strategy Rationale

Increase performance

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
McElroy, William, mcelroywc@gm.sbac.edu

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

Assessment scores, class grades

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

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

b. College and Career Readiness

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

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

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

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

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

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

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

N/A

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

N/A

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

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

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

🔑 G085236

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- In-house CIM assessments

- FSA and EOC results, AIMS results, practice FSA writing results

- Study group meetings and data chats

- Book studies: The Mindset

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
William McElroy

Schedule
Weekly, from 8/22/2016 to 5/22/2017

Evidence of Completion
Increased assessment scores

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

`🔑 G085237`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	81.0

Targeted Barriers to Achieving the Goal `3`

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

Resources Available to Help Reduce or Eliminate the Barriers `2`

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

Plan to Monitor Progress Toward G2. `8`

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

Person Responsible

William McElroy

Schedule

Monthly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Assessment scores, passing Algebra 1 EOC score.

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

🔑 G085238

Targets Supported `1b`

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

Targeted Barriers to Achieving the Goal `3`

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

Resources Available to Help Reduce or Eliminate the Barriers `2`

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

Plan to Monitor Progress Toward G3. `8`

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

Person Responsible
William McElroy

Schedule
Monthly, from 8/22/2016 to 5/22/2017

Evidence of Completion
Student is on track to graduate with cohort.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

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

🔑 G085236

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

🔑 B226656

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

🔑 S239131

Strategy Rationale

Increase instructional time

Action Step 1 5

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

Person Responsible

Cheryl Allen

Schedule

Annually, from 8/22/2016 to 5/19/2017

Evidence of Completion

Student schedule

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

Student schedules will be checked for accuracy.

Person Responsible

Cheryl Allen

Schedule

On 5/19/2017

Evidence of Completion

Completed student schedule

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

FSA and CIMS Assessment results

Person Responsible

Cheryl Allen

Schedule

Monthly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Increased percentage of students passing FSA ELA

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

🔑 S239132

Strategy Rationale

Increase student comprhension

Action Step 1 `5`

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

Person Responsible

William McElroy

Schedule

Annually, from 8/22/2016 to 5/19/2017

Evidence of Completion

Lesson plans, workshop certificates

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Classroom observations will be conducted and lesson plans will be reviewed

Person Responsible

William McElroy

Schedule

Weekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

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

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

Assessment results (CIMS, FAIR, AIMS), classroom observations

Person Responsible

Cheryl Allen

Schedule

Weekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Observed behaviors in classrooms, assessment reports, lesson plans

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

🔑 S239133

Strategy Rationale

Identification of struggling learners.

Action Step 1 `5`

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

Person Responsible

William McElroy

Schedule

Biweekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

FAIR and CIMS results discussed in study groups

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

Assessments will be administered, monitored and analyzed

Person Responsible

Cheryl Allen

Schedule

Biweekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Assessment reports

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

Assessments will be administered, monitored and analyzed

Person Responsible

Cheryl Allen

Schedule

Monthly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Assessment reports

G1.B1.S4 All teachers will incorporate reading, writing and vocabulary strategies appropriate to their content area. 4

🔑 S239134

Strategy Rationale

Increase literacy skills. We are on a block schedule and not all students have an English class in any given term so literacy must be taught school-wide.

Action Step 1 5

Reading CIMS calendar will be developed and The Mindset will be used for book study

Person Responsible

Schedule

Weekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Lesson plans, observations, FAIR and FCAT results

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Lessons incorporate reading and vocabulary strategies

Person Responsible

Schedule

Biweekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Lesson plans. classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

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

Person Responsible

Schedule

On 5/19/2017

Evidence of Completion

Lessons are delivered with fidelity.

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

🔍 G085237

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

🔍 B226661

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

🔍 S239135

Strategy Rationale

Increase instructional time.

Action Step 1 5

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

Person Responsible

Cheryl Allen

Schedule

On 5/19/2017

Evidence of Completion

Completed student schedule

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

Students scheduled into correct courses

Person Responsible

Cheryl Allen

Schedule

On 5/19/2017

Evidence of Completion

Completed student schedule

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

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

Person Responsible

Cheryl Allen

Schedule

Biweekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Assessment reports and improvement plans

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

🔑 S239136

Strategy Rationale

Increase student engagement.

Action Step 1 `5`

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

Person Responsible

Cheryl Allen

Schedule

Weekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Lesson plans, classroom observations.

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

Classroom observations and review of lesson plans

> **Person Responsible**
>
> William McElroy
>
> **Schedule**
>
> Weekly, from 8/22/2016 to 5/22/2017
>
> *Evidence of Completion*
>
> Observation of intended instruction, lesson plan alignment

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

Classroom observations and review of lesson plans

> **Person Responsible**
>
> Cheryl Allen
>
> **Schedule**
>
> Weekly, from 8/22/2016 to 5/22/2017
>
> *Evidence of Completion*
>
> Observation of intended instruction, lesson plan alignment

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

🔑 G085238

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

🔑 B226662

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

🔑 S239137

Strategy Rationale

Early identification

Action Step 1 `5`

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

Person Responsible

Cheryl Allen

Schedule

On 5/19/2017

Evidence of Completion

Test schedules and results, log of meetings with couselors

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

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

Person Responsible

Cheryl Allen

Schedule

On 5/19/2017

Evidence of Completion

Students long range plans

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

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

Person Responsible

William McElroy

Schedule

Monthly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Students remain in school, graduate

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

🔑 S239138

Strategy Rationale

Increase chances of graduation.

Action Step 1 `5`

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

Person Responsible

Cheryl Allen

Schedule

Annually, from 8/22/2016 to 5/19/2017

Evidence of Completion

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

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

Dissemination of information to students

> **Person Responsible**
>
> Cheryl Allen
>
> **Schedule**
>
> Monthly, from 8/22/2016 to 5/19/2017
>
> ***Evidence of Completion***
>
> Student attendance in meetings

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

Dissemination of information to students

> **Person Responsible**
>
> Cheryl Allen
>
> **Schedule**
>
> Monthly, from 8/22/2016 to 5/19/2017
>
> ***Evidence of Completion***
>
> Students understand and take advantage of options.

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

🔑 S239139

Strategy Rationale

Increase chances of graduation.

Action Step 1 5

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

Person Responsible

Cheryl Allen

Schedule

On 5/19/2017

Evidence of Completion

Student grades, credit summary report, attendance record

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

At risk students will be monitored throughout the school year.

Person Responsible

Cheryl Allen

Schedule

Weekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Student grades, credit summary

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

At risk students will be monitored throughout the school year.

Person Responsible

Cheryl Allen

Schedule

Biweekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Student grades, credit summary

IV. Implementation Timeline

| Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M316866	FSA and CIMS Assessment results	Allen, Cheryl	8/22/2016	Increased percentage of students passing FSA ELA	5/19/2017 monthly
G1.B1.S1.MA1 M316867	Student schedules will be checked for accuracy.	Allen, Cheryl	8/22/2016	Completed student schedule	5/19/2017 one-time
G1.B1.S1.A1 A309674	Students will be scheduled in a full year of English and reading.	Allen, Cheryl	8/22/2016	Student schedule	5/19/2017 annually
G2.B1.S1.MA1 M316875	Math teacher will use AIMS and classroom assessments to keep students on pace to be prepared for...	Allen, Cheryl	8/22/2016	Assessment reports and improvement plans	5/19/2017 biweekly
G2.B1.S1.MA1 M316876	Students scheduled into correct courses	Allen, Cheryl	8/22/2016	Completed student schedule	5/19/2017 one-time
G2.B1.S1.A1 A309678	Students will be scheduled in Algebra 1 one semester and a mathematics elective the other semeste...	Allen, Cheryl	8/22/2016	Completed student schedule	5/19/2017 one-time
G3.B1.S1.MA1 M316880	Attendance, drop out and graduation rate will be monitored, progress of all seniors	McElroy, William	8/22/2016	Students remain in school, graduate	5/19/2017 monthly
G3.B1.S1.MA1 M316881	PSAT and ACT scores will be discussed with students for long term goals	Allen, Cheryl	8/22/2016	Students long range plans	5/19/2017 one-time
G3.B1.S1.A1 A309680	All 10th grade students will sit for the PSAT, all 11th grade will sit for PERT and ACT, results...	Allen, Cheryl	8/22/2016	Test schedules and results, log of meetings with couselors	5/19/2017 one-time
G1.B1.S2.MA1 M316868	Assessment results (CIMS, FAIR, AIMS), classroom observations	Allen, Cheryl	8/22/2016	Observed behaviors in classrooms, assessment reports, lesson plans	5/19/2017 weekly
G1.B1.S2.MA1 M316869	Classroom observations will be conducted and lesson plans will be reviewed	McElroy, William	8/22/2016	Lesson plans that reflect increased rigor, observed behaviors during observations.	5/19/2017 weekly
G1.B1.S2.A1 A309675	Teachers will receive training on instructional strategies, higher order thinking and questioning...	McElroy, William	8/22/2016	Lesson plans, workshop certificates	5/19/2017 annually
G2.B1.S2.A1 A309679	Teachers will design lesson plans which reflect instructional strategies that include high order...	Allen, Cheryl	8/22/2016	Lesson plans, classroom observations.	5/19/2017 weekly
G3.B1.S2.MA1 M316882	Dissemination of information to students	Allen, Cheryl	8/22/2016	Students understand and take advantage of options.	5/19/2017 monthly
G3.B1.S2.MA1 M316883	Dissemination of information to students	Allen, Cheryl	8/22/2016	Student attendance in meetings	5/19/2017 monthly
G3.B1.S2.A1 A309681	Enroll all students in a career/technical academy to qualify them for Gold Seals, have all 11th...	Allen, Cheryl	8/22/2016	Students are enrolling in SFC, attending class, applying for Gold Seals	5/19/2017 annually
G1.B1.S3.MA1 M316870	Assessments will be administered, monitored and analyzed	Allen, Cheryl	8/22/2016	Assessment reports	5/19/2017 monthly
G1.B1.S3.MA1 M316871	Assessments will be administered, monitored and analyzed	Allen, Cheryl	8/22/2016	Assessment reports	5/19/2017 biweekly
G1.B1.S3.A1 A309676	Teachers and leadership team will analyze FAIR and CIMS results to identify areas of growth and...	McElroy, William	8/22/2016	FAIR and CIMS results discussed in study groups	5/19/2017 biweekly
G3.B1.S3.MA1 M316884	At risk students will be monitored throughout the school year.	Allen, Cheryl	8/22/2016	Student grades, credit summary	5/19/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S3.MA1 🔍 M316885	At risk students will be monitored throughout the school year.	Allen, Cheryl	8/22/2016	Student grades, credit summary	5/19/2017 weekly
G3.B1.S3.A1 🔍 A309682	Students who are at risk of dropping out will be identified for specific monitoring.	Allen, Cheryl	8/22/2016	Student grades, credit summary report, attendance record	5/19/2017 one-time
G1.B1.S4.MA1 🔍 M316872	Lesson plans and CIM results will be reviewed, classroom observations will be conducted		8/22/2016	Lessons are delivered with fidelity.	5/19/2017 one-time
G1.B1.S4.MA1 🔍 M316873	Lessons incorporate reading and vocabulary strategies		8/22/2016	Lesson plans. classroom observations	5/19/2017 biweekly
G1.B1.S4.A1 🔍 A309677	Reading CIMS calendar will be developed and The Mindset will be used for book study		8/22/2016	Lesson plans, observations, FAIR and FCAT results	5/19/2017 weekly
G1.MA1 🔍 M316874	Teachers will follow CIMS and testing calendar, monitor and discuss assessment results in study...	McElroy, William	8/22/2016	Increased assessment scores	5/22/2017 weekly
G2.MA1 🔍 M316879	Assessment data, to include AIMS, practice assessments, and classroom assessment will be used to...	McElroy, William	8/22/2016	Assessment scores, passing Algebra 1 EOC score.	5/22/2017 monthly
G3.MA1 🔍 M316886	Continually monitor the progress towards graduation for all students in terms of attendance, test...	McElroy, William	8/22/2016	Student is on track to graduate with cohort.	5/22/2017 monthly
G2.B1.S2.MA1 🔍 M316877	Classroom observations and review of lesson plans	Allen, Cheryl	8/22/2016	Observation of intended instruction, lesson plan alignment	5/22/2017 weekly
G2.B1.S2.MA1 🔍 M316878	Classroom observations and review of lesson plans	McElroy, William	8/22/2016	Observation of intended instruction, lesson plan alignment	5/22/2017 weekly

V. Professional Development Opportunities

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

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

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

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

PD Opportunity 1

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

Facilitator

District and administration, state and national conferences

Participants

All staff

Schedule

Annually, from 8/22/2016 to 5/19/2017

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

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

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

PD Opportunity 1

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

Facilitator

District staff

Participants

All staff

Schedule

Weekly, from 8/22/2016 to 5/19/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Students will be scheduled in a full year of English and reading.	$0.00
2	G1.B1.S2.A1	Teachers will receive training on instructional strategies, higher order thinking and questioning skills.	$0.00
3	G1.B1.S3.A1	Teachers and leadership team will analyze FAIR and CIMS results to identify areas of growth and areas in need of improvement	$0.00
4	G1.B1.S4.A1	Reading CIMS calendar will be developed and The Mindset will be used for book study	$0.00
5	G2.B1.S1.A1	Students will be scheduled in Algebra 1 one semester and a mathematics elective the other semeste rresulting in a full year of mathematics instruction on a block schedule.	$0.00
6	G2.B1.S2.A1	Teachers will design lesson plans which reflect instructional strategies that include high order skill sand high order questions	$0.00
7	G3.B1.S1.A1	All 10th grade students will sit for the PSAT, all 11th grade will sit for PERT and ACT, results will be used for guidance and advisement	$0.00
8	G3.B1.S2.A1	Enroll all students in a career/technical academy to qualify them for Gold Seals, have all 11th grade students apply to SFC, inform students about articulation agreements.	$0.00
9	G3.B1.S3.A1	Students who are at risk of dropping out will be identified for specific monitoring.	$0.00
		Total:	$0.00