

2013-2014 SCHOOL IMPROVEMENT PLAN

A.Quinn Jones/Excep.Student Center

1108 NW 7TH AVE

Gainesville, FL 32601

352-955-6840

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

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
80%

Alternative/ESE Center
No

Charter School
No

Minority Rate
70%

School Grades History

2013-14
F

2012-13

2011-12

2010-11

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	17
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	22
Part III: Coordination and Integration	24
Appendix 1: Professional Development Plan to Support Goals	0
Appendix 2: Budget to Support Goals	0

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
Focus Year 3 or more	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

A.Quinn Jones/Excep.Stud.Ctr.

Principal

Suzanne Keller

School Advisory Council chair

Paula Anderson

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

Name	Title
Candace Britton	CRT
Scott Zofnas	Title I/CIMS; Ele. Team Leader
Michael kavanaugh	M.S./H.S. Science; Team Leader
Paula Anderson	Art Teacher-Specialist Team Leader
Joanne Wasykowski	BRT
Robin Ramirez	BRT
Peter Huber	Guidance Counselor

District-Level Information

District

Alachua

Superintendent

Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP

Pending

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

There a total of 11 Council members, including the principal. There are 30% of members that are teachers, 30% that are parents, 10% career service, and 30% other citizens.

Suzanne Keller-Principal

Michael Kavanaugh- Teacher

Stacy Long- Teacher

Paula Anderson- Teacher/Chairperson

Melissa Hart- Parent

Patricia Jackson-Parent

Misty Bruckner- Parent

Linda Highland- Career Service

William Highland- Other Citizen
 Susan Garcia- Other Citizen
 Paige French- Other Citizen

Involvement of the SAC in the development of the SIP

Input was solicited via phone calls, meetings, surveys, and the draft was shared at an SAC meeting, for further input and development.

Activities of the SAC for the upcoming school year

Five-Star School
 Curriculum
 Counseling services
 Parent involvement Plan
 School Improvement Plan
 Monthly SAC meetings

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

No funds are expected to be used for the A. Quinn Jones for SIP.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Suzanne Keller

Principal

Years as Administrator: 6

Years at Current School: 1

Credentials

Master of Science
 Bachelor of Arts in Education

Performance Record

A. Quinn Jones is a non-graded school.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Scott Zofnas**

Full-time / School-based

Years as Coach: 2

Years at Current School: 9

Areas

Reading/Literacy, Mathematics

Credentials

BS
Elementary
Education
ESE K-12
Reading
Endorsement
ESOL

Performance Record

A. Quinn Jones and Character Counts
Centers are non-graded schools.

Classroom Teachers**# of classroom teachers**

25

receiving effective rating or higher

25, 100%

Highly Qualified Teachers

100%

certified in-field

25, 100%

ESOL endorsed

3, 12%

reading endorsed

8, 32%

with advanced degrees

14, 56%

National Board Certified

2, 8%

first-year teachers

1, 4%

with 1-5 years of experience

7, 28%

with 6-14 years of experience

8, 32%

with 15 or more years of experience

9, 36%

Education Paraprofessionals

of paraprofessionals

20

Highly Qualified

20, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

4

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) Every applicant's transcripts and certification areas are reviewed by the Human Resource Dept. and the principal.
- 2) Only highly qualified teachers are offered a contract.

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

Beginning Teacher Program activities: a)Cohort Trainings b)Workshops c) Visitation by mentor. These activities are designed to support the beginning teacher in acquiring the necessary skill for becoming a highly effective teacher.

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) Principal Provides a common vision for the use of data based decision making, ensures the school based team is implementing RTI, conducts assessments of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school based RTI plans and activities.
- B) Select general education teachers provides information about core instruction, participates in student

data collection,
delivers TIER 1 instruction/interventions, collaborates with other staff to implement TIER 2 interventions,
and integrates TIER
1 materials/instruction with TIER 2 /3 activities.

c) ESE teachers participate in student data collection, integrates core instructional activities/materials
into TIER 3 instruction
and collaborate with general education teachers through such activities as co-teaching.

d) Behavior Analyst/BRT develops, leads, and evaluates school core content/programs, identifies and
analyzes existing
literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies
systematic patterns
of student need while working with district personnel to identify appropriate, evidence based intervention
strategies, assists
with whole school screening programs that provide early intervening services for children to be
considered at risk, assists in
the design and implementation for progress monitoring, data collection, and data analysis, participates in
the design and
delivery of professional development and provides support for assessment and implementation
monitoring.

e) Reading Coach and CIIMS Coordinator provides guidance on K-12 reading plan, facilitates and
supports data collection
activities, assists in data analysis, provides professional development and technical assistance to
teachers regarding data
based instructional planning, supports the implementation of TIER 1, TIER 2, and TIER 3 intervention
plans.

f) School Psychologist participates in collection, interpretation, and analysis of data; facilitates
development of intervention
plans, provides support for interventions, fidelity, and documentations, provides professional
development and technical
assistance for problem solving activities including data collection, data analysis, intervention planning,
and program
evaluation; facilitates data based decision making activities.

G) Media specialist/technology specialist develops or brokers technology necessary to manage and
display data; provides
professional development and technical support to teachers and staff regarding data management and
display.

h) Speech Pathologist Educates the team in the role language plays in curriculum, assessment, and
instruction, as a basis for
appropriate program design; assists in the selection of screening measures; and helps identify systemic
patterns of student
need with respect to language skills.

I Guidance Counselor provides information in regard to progress related to student movement through
the Phase Level
System. Organizes auxiliary counseling services such as Meridian Mental Health Services and Shands
Vista interns.

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

a) Principal Provides a common vision for the use of data based decision making, ensures the school
based team is
implementing RTI, conducts assessments of RTI skills of school staff, ensures implementation of
intervention support and

documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school based RTI plans and activities.

B) Select general education teachers provides information about core instruction, participates in student data collection, delivers TIER 1 instruction/interventions, collaborates with other staff to implement TIER 2 interventions, and integrates TIER

1 materials/instruction with TIER 2 /3 activities.

c) ESE teachers participate in student data collection, integrates core instructional activities/materials into TIER 3 instruction

and collaborate with general education teachers through such activities as co-teaching.

d) Behavior Analyst/BRT develops, leads, and evaluates school core content/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns

of student need while working with district personnel to identify appropriate, evidence based intervention strategies, assists

with whole school screening programs that provide early intervening services for children to be considered at risk, assists in

the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and

delivery of professional development and provides support for assessment and implementation monitoring.

e) Title I/ CIIMS Coordinator provides guidance on K-12 reading plan, facilitates and supports data collection

activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data

based instructional planning, supports the implementation of TIER 1, TIER 2, and TIER 3 intervention plans.

f) School Psychologist participates in collection, interpretation, and analysis of data; facilitates development of intervention

plans, provides support for interventions, fidelity, and documentations, provides professional development and technical

assistance for problem solving activities including data collection, data analysis, intervention planning, and program

evaluation; facilitates data based decision making activities.

G) Media specialist/technology specialist develops or brokers technology necessary to manage and display data; provides

professional development and technical support to teachers and staff regarding data management and display.

h) Speech Pathologist Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for

appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student

need with respect to language skills.

I Guidance Counselor provides information in regard to progress related to student movement through the Phase Level

System. Organizes auxiliary counseling services such as Meridian Mental Health Services and Shands Vista interns. .

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

The team meets at least one time per week to review progress of children within the intervention process. Data is reviewed and interventions modified as needed. Progress Monitoring reports on behavior and academics are shared at these meetings. The principal and CIMS coordinator manage the system.

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

- a) Principal Provides a common vision for the use of data based decision making, ensures the school based team is implementing RTI, conducts assessments of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school based RTI plans and activities.
- B) Select general education teachers provides information about core instruction, participates in student data collection, delivers TIER 1 instruction/interventions, collaborates with other staff to implement TIER 2 interventions, and integrates TIER 1 materials/instruction with TIER 2 /3 activities.
- c) ESE teachers participate in student data collection, integrates core instructional activities/materials into TIER 3 instruction and collaborate with general education teachers through such activities as co-teaching.
- d) Behavior Analyst/BRT develops, leads, and evaluates school core content/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies, assists with whole school screening programs that provide early intervening services for children to be considered at risk, assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development and provides support for assessment and implementation monitoring.
- e) Reading Coach and CIMS Coordinator provides guidance on K-12 reading plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning, supports the implementation of TIER 1, TIER 2, and TIER 3 intervention plans.
- f) School Psychologist participates in collection, interpretation, and analysis of data; facilitates development of intervention plans, provides support for interventions, fidelity, and documentations, provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.
- G) Media specialist/technology specialist develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

h) Speech Pathologist Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

I Guidance Counselor provides information in regard to progress related to student movement through the Phase Level System. Organizes auxiliary counseling services such as Meridian Mental Health Services and Shands Vista interns.

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

a) Principal Provides a common vision for the use of data based decision making, ensures the school based team is implementing RTI, conducts assessments of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school based RTI plans and activities.

B) Select general education teachers provides information about core instruction, participates in student data collection, delivers TIER 1 instruction/interventions, collaborates with other staff to implement TIER 2 interventions, and integrates TIER 1 materials/instruction with TIER 2 /3 activities.

c) ESE teachers participate in student data collection, integrates core instructional activities/materials into TIER 3 instruction and collaborate with general education teachers through such activities as co-teaching.

d) Behavior Analyst/BRT develops, leads, and evaluates school core content/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies, assists with whole school screening programs that provide early intervening services for children to be considered at risk, assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development and provides support for assessment and implementation monitoring.

e) Reading Coach and CIIMS Coordinator provides guidance on K-12 reading plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning, supports the implementation of TIER 1, TIER 2, and TIER 3 intervention plans.

f) School Psychologist participates in collection, interpretation, and analysis of data; facilitates development of intervention plans, provides support for interventions, fidelity, and documentations, provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.

G) Media specialist/technology specialist develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

h) Speech Pathologist Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

I Guidance Counselor provides information in regard to progress related to student movement through the Phase Level System. Organizes auxiliary counseling services such as Meridian Mental Health Services and Shands Vista interns.

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: Summer Program

Minutes added to school year: 3,840

Intensive interventions in comprehension, phonics, and fluency building.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Weekly probes and tests.

Who is responsible for monitoring implementation of this strategy?

Principal, CRT, Guidance, Title I/CIMS and classroom teachers.

Strategy: Before or After School Program

Minutes added to school year: 4,950

Using core curriculum intervention program (Sidewalks), students are working on phonics, fluency and comprehension.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Weekly tests and unit tests.

Who is responsible for monitoring implementation of this strategy?

Principal, CRT, and Title I intervention teacher

Literacy Leadership Team (LLT)

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

Name	Title
Addriane Adderly	Literacy Team leader
Scott Zofnas	Title I/CIMS Tutor
Candace Britton	CRT
Susan Burchfield	Elementary Teacher
Cheryl Blank-Zeichner	Elementary Teacher
Mildred Walker	Middle School Teacher
Monique Moss	Elementary Teacher
Suzanne Keller	Principal
Mary McGurk	High School Teacher

How the school-based LLT functions

The Literacy Team meets one time per month to develop strategies for teachers to incorporate reading in all subjects. This

year the committee is developing strategies in math, social studies and science for teachers to use to ensure cross curriculum instruction.

Monthly strategies are shared with staff during faculty meetings.

Major initiatives of the LLT

- 1) All elementary students receive a 90 minute reading block in the morning.
- 2) Continue with the 12 Most Powerful Words to prepare students for the FCAT.
- 3) Develop cross curricular reading materials for science and civics
- 4) Media Specialist consults with teachers on preparation of lessons to encourage the use of the media center.

- 5) Assign a teacher to teach technology skills to elementary students.
- 6) Introduce Common Core teaching strategies to staff monthly, during faculty meetings.

Every Teacher Contributes to Reading Instruction

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

Each student is in a 90 minute reading block, daily.

All teachers are taught strategies to incorporate reading and writing skills, across curriculum, via monthly Common Core strategy training.

Teachers use data from regularly given assessments, such as probes, FAIR, and reading series tests, to drive the reading instruction for each individual student. In addition, they use data chats and ongoing progress monitoring.

All reading teachers are trained in the latest Reading series.

Reading is done across curriculum, in all subject areas, including specials.

Teachers work in Curriculum Partner Teams to ensure that reading strategies are being implemented by every teacher.

Our Curriculum Resource Teacher who has a Reading Endorsement and media specialist works with all teachers to ensure reading strategies are used in all middle and high school classrooms including science, social studies, math, music and art.

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

These courses are implemented as needed, based on individual student needs. When students enroll in our school, they actively create their schedule with the guidance counselor and CRT, to ensure they understand the goals they will be working towards, with graduation the ultimate goal of school completion. Additionally, each student has a transition IEP with post secondary and education and employment goals.

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

Each student's schedule is created to insure the student is receiving the coursework they are capable of doing, which will lead them toward the ultimate goal of graduation. It may be via a standard diploma or a special diploma, depending on each individual's needs, which would be determined by the IEP committee. Additionally, each student has a transition IEP with post secondary and education and employment goals.

Strategies for improving student readiness for the public postsecondary level

No data available

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	28%	0%	No	35%
American Indian				
Asian				
Black/African American	21%	0%	No	29%
Hispanic				
White	38%	0%	No	44%
English language learners				
Students with disabilities	28%	0%	No	35%
Economically disadvantaged	28%	0%	No	36%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		35%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		35%

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>		35%
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)	12	22%	35%
Students in lowest 25% making learning gains (FCAT 2.0)	12	46%	35%

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>	0%

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

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	23%	50%	Yes	30%
American Indian				
Asian				
Black/African American	17%	50%	Yes	25%
Hispanic				
White	18%	0%	No	25%
English language learners				
Students with disabilities	23%	50%	Yes	30%
Economically disadvantaged	20%	50%	Yes	28%

Algebra I End-of-Course (EOC) Assessment

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

Area 4: Science

Biology I End-of-Course (EOC) Assessment

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	30	77%	25%
Students retained, pursuant to s. 1008.25, F.S.	11	29%	0%
Students who are not proficient in reading by third grade	5	45%	0%
Students who receive two or more behavior referrals	30	77%	25%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	18	68%	25%
Students who fail a mathematics course	4	15%	0%
Students who fail an English Language Arts course	2	8%	0%
Students who fail two or more courses in any subject	3	10%	0%
Students who receive two or more behavior referrals	14	54%	25%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	2	50%	0%
Students in ninth grade with one or more absences within the first 20 days	2	50%	0%
Students in ninth grade who fail two or more courses in any subject	2	50%	0%
Students with grade point average less than 2.0	2	50%	0%
Students who fail to progress on-time to tenth grade	1	25%	0%
Students who receive two or more behavior referrals	3	75%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	4	7%	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)	1	100%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	1	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

Upload from DOE

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
We anticipate having 10 or more Parent Involvement activities throughout the school year.	13	100%	100%

Goals Summary

- G1.** Increase to 15% students scoring Level 3 on the FCAT 2.0 Reading. 89% scored < Level 3 in previous school year.

Goals Detail

G1. Increase to 15% students scoring Level 3 on the FCAT 2.0 Reading. 89% scored < Level 3 in previous school year.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- District approved reading probes FCAT Explorer Adopted curriculum remediation/intervention materials. Title I pull-out tutoring Certified Behavior Analyst Professional Development opportunities for staff

Targeted Barriers to Achieving the Goal

- All students have a history of frequent suspensions, and absenteeism from their home zoned schools due to severe behavior problems.

Plan to Monitor Progress Toward the Goal

The school wide Behavior Phase Level system will be used to collect data to be used for this strategy.

Person or Persons Responsible

The student and the classroom teacher will be responsible for the progress monitoring of this strategy, with the Behavior Phase Level system infused throughout the school.

Target Dates or Schedule:

The progress will be monitored daily. There will be weekly checks built in, and rewarded accordingly. Every 4.5 weeks, each student's data will be reviewed to determine if any adjustments need to be made to the child's behavior plan or replacement behaviors.

Evidence of Completion:

Daily monitoring will be collected and documented in the computer, and graphed for ease of review. When student has met the exit criteria, they will be reintegrated back to their home zoned school.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase to 15% students scoring Level 3 on the FCAT 2.0 Reading. 89% scored < Level 3 in previous school year.

G1.B3 All students have a history of frequent suspensions, and absenteeism from their home zoned schools due to severe behavior problems.

G1.B3.S2 Teach students to identify and manage their behaviors within the classroom setting, so that they can focus on making academic gains. Eventually teach students to manage their own behaviors so that they can be mainstreamed back into their home school settings.

Action Step 1

The school wide Behavior Phase Level system will be used to collect data to be used for this strategy.

Person or Persons Responsible

The student and the classroom teacher will be responsible for the progress monitoring of this strategy, with the Behavior Phase Level system infused throughout the school.

Target Dates or Schedule

The progress will be monitored daily. There will be weekly checks built in, and rewarded accordingly. Every 4.5 weeks, each student's data will be reviewed to determine if any adjustments need to be made to the child's behavior plan or replacement behaviors.

Evidence of Completion

Daily monitoring will be collected and documented in the computer, and graphed for ease of review. When student has met the exit criteria, they will be reintegrated back to their home zoned school.

Plan to Monitor Fidelity of Implementation of G1.B3.S2

The school wide Behavior Phase Level system will be used to collect data to be used for this strategy.

Person or Persons Responsible

The student and the classroom teacher will be responsible for the progress monitoring of this strategy, with the Behavior Phase Level system infused throughout the school.

Target Dates or Schedule

The progress will be monitored daily. There will be weekly checks built in, and rewarded accordingly. Every 4.5 weeks, each student's data will be reviewed to determine if any adjustments need to be made to the child's behavior plan or replacement behaviors.

Evidence of Completion

Daily monitoring will be collected and documented in the computer, and graphed for ease of review. When student has met the exit criteria, they will be reintegrated back to their home zoned school.

Plan to Monitor Effectiveness of G1.B3.S2

The school wide Behavior Phase Level system will be used to collect data to be used for this strategy.

Person or Persons Responsible

The student and the classroom teacher will be responsible for the progress monitoring of this strategy, with the Behavior Phase Level system infused throughout the school.

Target Dates or Schedule

The progress will be monitored daily. There will be weekly checks built in, and rewarded accordingly. Every 4.5 weeks, each student's data will be reviewed to determine if any adjustments need to be made to the child's behavior plan or replacement behaviors.

Evidence of Completion

Daily monitoring will be collected and documented in the computer, and graphed for ease of review. When student has met the exit criteria, they will be reintegrated back to their home zoned school.

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

Services are provided to ensure students requiring additional remediation are assisted through after/ before school programs and/or summer school. The district coordinates with Title I and Title II in ensuring staff development needs are provided.

Additionally, assistance is provided in analyzing data from the State Assessment System

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout prevention programs

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to

supplement education programs. New technology in classrooms will increase the instructional strategies provided to students

and new instructional software will enhance literacy and math skills of struggling students

Title III

NA

Title X- Homeless

District homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified as

homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title 1 funds to provide summer school for Level 1 readers

Violence Prevention Programs

The Phase Level System, counseling, small classes and close supervision are provided throughout the school day. Home-notes

are sent home with students every afternoon to insure good communication between the school and parents in regard to

behavior. The "Why Try" program, PALS program and Wildcat of the Week are implemented throughout the school year to

encourage positive behavior. All staff is trained through the Crisis Prevention Institute to manage acting out behaviors.

Nutrition Programs

Free and reduced breakfast and lunch programs are provided by the district food service

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

One teacher is assigned to promote career education with our high school students. A number of students

are enrolled in the

Option 2 Diploma program.

Job Training

Business Partners enable us to provide job training for our high school students. A teacher is assigned to assist students in

completing the Option 2 program. High School students are enrolled in Career Preparation Courses.

Other

NA