

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Pace Secondary School  
3413 ZILLAH ST  
Tallahassee, FL 32305  
850-488-8927

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### School Demographics

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<b>School Type</b> Combination School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> <i>[Data Not Available]</i>
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> <i>[Data Not Available]</i>

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### School Grades History

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### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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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

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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

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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

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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

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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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Pace Secondary School

##### Principal

Jane Floyd Bullen

##### School Advisory Council chair

Scott Ross

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

Name	Title
Robin Blackwell	Assistant Principal
Amy Alvis	Lead Teacher

#### District-Level Information

##### District

Leon

##### Superintendent

Mr. Jackie Pons

##### Date of school board approval of SIP

11/19/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The Pace SAC has 14 members. Two are community members, 6 are parents, 2 are support staff, 2 are teachers, 1 is the principal and one is a student in the school. Scott Ross, a parent is the Chairman and Josette Capuano is the secretary.

#### Involvement of the SAC in the development of the SIP

The SAC members reviewed and gave input to the plan, particularly in the strategies identified for meeting goals.

#### Activities of the SAC for the upcoming school year

The SAC plays a large part in helping to develop activities to encourage parent and family involvement in the school program. Members help to identify and plan activities such as Report Card Celebrations and the Awards Banquet at the end of the year and assist with fundraisers. SAC members also are involved in advocating for facility and resource needs with community members and district personnel.

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

No school improvement funds were provided this year.

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

Not In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Jane Floyd Bullen**

Principal

Years as Administrator: 15

Years at Current School: 18

**Credentials**

M.S. in ESE, B.S in Mental Handicaps, Certification in M.H. , SLD, Ed. Leadership

**Performance Record**

Currently serving as the Principal for two schools who don't receive grades due to E.S.E. enrollment. During the period 2005-2013, the school did not make A.Y.P.

**Robin Blackwell**

Asst Principal

Years as Administrator: 6

Years at Current School: 31

**Credentials**

B.A. and M.A. American Studies, Certification in Social Studies Education, Emotional Handicaps, Ed. Leadership

**Performance Record**

Currently serving as the Assistant Principal at a school which does not receive grades due to E.S.E. enrollment. During the period 2005-2013, the school did not make A.Y.P.

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Gayle Dove</b>		
Part-time / District-based	Years as Coach: 13	Years at Current School: 7
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Certified in elementary education, K-5, preschool, ESE, ESOL certified and Reading certified. M.A. in Reading Education	
<b>Performance Record</b>	Highly Effective	

**Classroom Teachers**

<b># of classroom teachers</b>	17
<b># receiving effective rating or higher</b>	17, 100%
<b># Highly Qualified Teachers</b>	94%
<b># certified in-field</b>	16, 94%
<b># ESOL endorsed</b>	3, 18%
<b># reading endorsed</b>	3, 18%
<b># with advanced degrees</b>	10, 59%
<b># National Board Certified</b>	1, 6%
<b># first-year teachers</b>	2, 12%
<b># with 1-5 years of experience</b>	6, 35%
<b># with 6-14 years of experience</b>	5, 29%
<b># with 15 or more years of experience</b>	4, 24%

**Education Paraprofessionals**

<b># of paraprofessionals</b>	21
<b># Highly Qualified</b>	21, 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

Provide intern opportunities for teachers in training. Assistant Principal  
 Regular meetings of new teachers with Assistant Principal and Lead Teacher  
 Partner new teachers with veteran teachers, Assistant Principal  
 Frequent observations using district observation tools and feedback to teachers , Assistant Principal  
 Frequent team meetings to discuss instructional and behavioral strategies

## 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

New teachers are assigned a mentor teacher within their team to assist them with behavioral and instructional strategies. Assistant Principal and Lead teacher observe regularly and meet with new teachers to discuss concerns or questions. Weekly team meetings help teachers to resolve problems that arise and address student needs.

## 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

All students at Pace are classified as exceptional education students. Most are eligible for services as Emotionally/behaviorally disordered students. Many also have other disabilities such as Specific Learning Disabilities, Language/Speech Impairments or Intellectual Disabilities. Rather than preventing students from becoming eligible as special education students, our goal is to design interventions to help them become more successful both academically and behaviorally and assist them in returning to mainstream settings.

Daily behavioral data is collected and discussed at a weekly meeting to make changes as needed to the behavior/academic program of students. Academic progress is monitored through district progress monitoring procedures. Academic progress concerns are discussed in weekly team meetings and strategies to address them are developed within the team with assistance from administration.

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

Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that school based team is implementing behavioral and academic interventions that support student IEPs,

ensures adequate professional development to support academic and behavioral interventions  
Lead Teacher: Assists Assistant Principal in monitoring classroom academic programs and intervening with students having emotional or behavioral problems  
Behavior Analyst: Develops and monitors implementation of school wide behavior program and individual behavior programs.  
Parent Liaison: Maintains contact with parents regarding student academic and behavioral concerns, assists with resolving student problems, monitors attendance  
Reading Coach: Assists teachers in developing and evaluating school reading progress , provides strategies to assist content area teachers in providing reading instruction.

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

Leadership team members meet weekly with grade level teams to assess behavioral and academic progress. Team members also attend weekly case management meetings to evaluate individual student progress. Team members participate in monthly academic area meetings.

**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**

Academic data: District progress monitoring, ACHIEVE data for middle and high school reading, Aimsweb for elementary reading, Successmaker Data for elementary and middle school math, WUR, FCAT data from previous year, teacher created pre and post tests.  
Behavioral data is collected daily, discussed at weekly team meetings, analyzed by behavior analyst to develop individual programs.

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

Review of academic and behavioral data in weekly meetings to monitor and modify programs as needed.  
Review academic and behavior data with parents and team to develop and monitor individual education plans.

**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:** 4,800

Students are identified for Extended School Year (ESY) based on the need to maintain academic and behavioral skills gained during the school year. Individual academic and behavior goals are developed to be targeted during ESY.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Behavioral data is collected daily and reviewed weekly by the team. Academic information reviewed weekly at team meetings.

**Who is responsible for monitoring implementation of this strategy?**

Assistant Principal, Lead Teacher, Behavior Analyst, Reading Coach, Behavior Analyst

**Literacy Leadership Team (LLT)**

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

Name	Title
Robin Blackwell	Assistant Principal
Amy Alvis	Lead Teacher
Gayle Dove	Reading Coach
Mary Elizabeth Dooley	High School English/Lang. Arts Teacher
Mathew Gregory	Middle School Language Arts Teacher
Allison Owens	Elementary Language Arts Teacher

**How the school-based LLT functions**

The LLT grade levels (Elementary and Secondary) meet at least monthly to review school efforts in literacy and curriculum. Members bring issues from the faculty and are a problem solving committee that designs implementation plans based on input received. This group reviews progress monitoring data, curriculum materials and resources and helps to put curriculum development plans in place.

**Major initiatives of the LLT**

1. Monitor data from progress monitoring.
2. Monitor progress on pacing guides in curriculum areas.
3. Increase use of progress monitoring data in lesson planning
4. Identify staff development needs and available inservice options
5. Allocate staff development resources

**Every Teacher Contributes to Reading Instruction**

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

Common Core strategies for all content areas are reviewed monthly in faculty meetings. opportunities for professional development related to Common Core strategies are provided for all teachers. Reading strategies use and progress being made is monitored through classroom observation, lesson plans and IEP implementation.

## 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**

Career education is incorporated into both middle and high school courses. High School students have opportunities to participate in weekly vocational exploration experiences and regularly scheduled vocational/career field trips. Business and vocational speakers are frequently scheduled to provide information regarding academic and skill requirements for their employees.

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

Students 14 and older begin developing Transition Plans through the IEP process with parents/guardians, agencies, teachers and staff. These plans help to guide course selection whether a student wishes to pursue vocational training or post-secondary education. The Guidance Counselor meets with students at the beginning of the school year to review credits earned and help establish appropriate schedules. The Assistant Principal and Lead Teacher meet with students as needed to review progress.

### **Strategies for improving student readiness for the public postsecondary level**

The IEP Transition plan is reviewed annually and changed as necessary to help students plan for the post secondary level. IEP meetings include parents, agencies and guidance staff to help develop post secondary plans.

## 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	37%	16%	No	43%
American Indian				
Asian				
Black/African American	28%		No	36%
Hispanic				
White	50%		No	55%
English language learners				
Students with disabilities	37%	16%	No	43%
Economically disadvantaged	28%		No	35%

#### 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>	10%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

#### 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>	50%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	20%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		<i>[data excluded for privacy reasons]</i>	10%
Students in lowest 25% making learning gains (FCAT 2.0)		<i>[data excluded for privacy reasons]</i>	10%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	[data excluded for privacy reasons]		10%

**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	[data excluded for privacy reasons]		10%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		5%

**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	25%	68%	Yes	33%
American Indian				
Asian				
Black/African American	23%		No	31%
Hispanic				
White	31%		No	38%
English language learners				
Students with disabilities	25%	68%	Yes	33%
Economically disadvantaged	24%		No	32%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	50%
Students scoring at or above Level 7		[data excluded for privacy reasons]	30%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		[data excluded for privacy reasons]	10%
Students in lowest 25% making learning gains (EOC)		[data excluded for privacy reasons]	10%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		[data excluded for privacy reasons]	10%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	15%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	5%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		60%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		90%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		90%

**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>		20%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		20%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		10
Participation in STEM-related experiences provided for students	30	70%	80%

**High Schools**

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

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	29	49%	60%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	20%
Passing rate (%) for students who take CTE industry certification exams		0%	10%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	33%	66%

**Area 8: Early Warning Systems**

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	15	20%	10%
Students in ninth grade with one or more absences within the first 20 days	3	16%	5%
Students in ninth grade who fail two or more courses in any subject	2	16%	5%
Students with grade point average less than 2.0	2	16%	5%
Students who fail to progress on-time to tenth grade	2	16%	5%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	23	30%	20%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	5	13%	5%
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	14%	20%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
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**

IEP and parent conferences are essential when working with behaviorally and academically challenged students. We would like to increase the number of parents who actively participate in IEP meetings and conferences designed to address student progress in both academics and behavior. Participation in school activities also contribute to the relationships between school personnel and parents. We would like to increase the participation of parents and families in planned school activities. Finally, the School Improvement Planning team, SAC, is actively involved in developing school improvement activities. We would like to increase involvement in SAC activities.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
1. Increase number of parents participating in IEP/ parent conferences.	39	53%	65%
2. Increase the number of parents participating in school activities.		20%	25%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Increase the number of students in each of the identified subgroups who make a year's growth or achieve proficiency in Math and Reading
- G2.** Increase parent involvement in IEP/parent conferences and School Activities

## Goals Detail

**G1.** Increase the number of students in each of the identified subgroups who make a year's growth or achieve proficiency in Math and Reading

### Targets Supported

- Algebra 1 EOC
- Geometry EOC

### Resources Available to Support the Goal

- Federal IDEA funds help to support a low student to staff ratio which allows for very individualized academic and behavior support. Staff resources include an on-site behavior analyst, behavior specialists at each grade level and a parent liaison to help with parent support and involvement. Teachers are trained and certified in both special education and academic curriculum areas. District professional development is continually available for both teachers and administrators. Teachers and staff are highly committed to working towards academic and behavioral progress for students. District support helps to provide academic resources necessary to achieve academically and prepare for return to regular school environments. A system of weekly team meetings and case management meetings allow for detailed attention to each student's progress.

### Targeted Barriers to Achieving the Goal

- Barriers: All students at the school are identified as having significant behavior/emotional disorders which have required their removal from regular school settings and placement in a special day school. Most have significant academic gaps due to the interference of behavior and or mental health problems in academic participation, including limited ability to focus, limited frustration tolerance, previous out of school suspension. Many come from low income families, often with limited educational backgrounds who have difficulty supporting appropriate school behavior, academics and school attendance.

### Plan to Monitor Progress Toward the Goal

Percentage of student participation in classroom increases

#### Person or Persons Responsible

Behavior Analyst, Assistant Principal, Lead Teacher

#### Target Dates or Schedule:

on-going

#### Evidence of Completion:

Decrease in out of class time as measured by behavioral data

## G2. Increase parent involvement in IEP/parent conferences and School Activities

### Targets Supported

- Parental Involvement

### Resources Available to Support the Goal

- Parent liaison is available to make regular contact and provide support to parents. Because the school is small, frequent contact is possible. Guidance counselor is available as back up to help as needed

### Targeted Barriers to Achieving the Goal

- Parents frequently have had negative experiences with schools and are hesitant to become involved. Some parents are uncomfortable in a school setting due to personal experience. Parents often lack transportation or are working.

## Plan to Monitor Progress Toward the Goal

Quarterly reviews of number of parents participating in meetings and school activities.

### Person or Persons Responsible

Assistant Principal, Lead Teacher, Parent Liaison

### Target Dates or Schedule:

Quarterly (each grading period)

### Evidence of Completion:

Increased parent participation in IEP/parent conferences and school activities.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the number of students in each of the identified subgroups who make a year's growth or achieve proficiency in Math and Reading

**G1.B1** Barriers: All students at the school are identified as having significant behavior/emotional disorders which have required their removal from regular school settings and placement in a special day school. Most have significant academic gaps due to the interference of behavior and or mental health problems in academic participation, including limited ability to focus, limited frustration tolerance, previous out of school suspension. Many come from low income families, often with limited educational backgrounds who have difficulty supporting appropriate school behavior, academics and school attendance.

**G1.B1.S1** Use progress monitoring data to identify areas of focus for each student

#### **Action Step 1**

Use progress monitoring data to determine appropriate student skill targets.

#### **Person or Persons Responsible**

Classroom teachers and administrative staff

#### **Target Dates or Schedule**

Monthly data reviews by academic team (teacher(s) and administrator)

#### **Evidence of Completion**

Schedule of meetings and notes indicating individual student skill targets Inclusion of targets in lesson plans.

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

Schedule of monthly meetings, log of targets developed

#### **Person or Persons Responsible**

Assistant Principal, Lead Teacher

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Notes from meetings, targets in lesson plans

### Plan to Monitor Effectiveness of G1.B1.S1

Increase student proficiency in progress monitoring assessments

#### Person or Persons Responsible

Classroom teacher, administrator

#### Target Dates or Schedule

quarterly or when district progress monitoring takes place

#### Evidence of Completion

Increased student proficiency in progress monitoring assessments

**G1.B1.S2** Provide effective behavior and mental health support for each student to help increase their ability to participate and benefit from academic instruction.

#### Action Step 1

Student behavioral progress will be reviewed at least weekly and more when necessary to identify areas be targeted in order to increase student ability to participate and benefit from instruction.

#### Person or Persons Responsible

Behavior Analyst, Lead Teacher, Assistant Principal

#### Target Dates or Schedule

Weekly and more often when necessary

#### Evidence of Completion

Student shows progress on Behavioral Level System, increases ability to stay in classroom without interruption, academic progress as evidenced on progress monitoring and teacher provided assessment

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

Weekly case management and team meetings

#### Person or Persons Responsible

Assistant Principal, Behavior Analyst

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Meetings are scheduled, student behavior reviewed, student behavior programs are monitored to ensure implementation, behavior data collected and reviewed.

## Plan to Monitor Effectiveness of G1.B1.S2

Student participation in academic instruction increases

### Person or Persons Responsible

Behavior Analyst, Assistant Principal, Lead Teacher

### Target Dates or Schedule

Weekly

### Evidence of Completion

Data indicates increased student participation in classroom instruction

**G1.B1.S3** Provide teacher training to help identify strategies to increase student engagement in academic instruction.

### Action Step 1

Identify and provide access to trainings to help teachers identify strategies to increase student engagement Provide opportunities to discuss Marzano strategies in school based PLC.

### Person or Persons Responsible

Lead Teacher, Assistant Principal

### Target Dates or Schedule

On- going Monthly

### Evidence of Completion

Teachers participate in trainings and PLC to increase knowledge of instructional strategies to increase student engagement.

### Facilitator:

Mark Rolewski

### Participants:

classroom teachers, administrators

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

Ensure teachers receive training monthly

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Documentation of monthly training

### Plan to Monitor Effectiveness of G1.B1.S3

Teachers increase use of strategies to increase student engagement

**Person or Persons Responsible**

Teachers, Assistant Principal, Lead Teacher

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Observation of implementation of strategies and increased student engagement

**G1.B1.S4** Provide resources and teacher training to assist teachers in providing appropriate academic intervention to assist students in closing achievement gaps.

**Action Step 1**

Identify and provide resources and training to teachers to help them provide effective academic intervention

**Person or Persons Responsible**

Assistant Principal, Lead Teacher

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Resources are identified and provided, training takes place

**Facilitator:**

District trainers through FDLRS, curriculum developers

**Participants:**

Classroom teachers

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

Resources and teacher training are provided to teachers to assist with academic intervention

**Person or Persons Responsible**

Assistant Principal, Lead Teacher

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Availability of resources, documentation of training

### Plan to Monitor Effectiveness of G1.B1.S4

Teachers use effective strategies for academic intervention

#### **Person or Persons Responsible**

Teachers, Assistant Principal, Lead Teacher

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Observation of use of appropriate and effective interventions

**G1.B1.S5** Provide student reinforcement programs to help increase both academic and behavioral progress

#### **Action Step 1**

Develop and implement academic and behavioral reinforcement programs

#### **Person or Persons Responsible**

Behavior Analyst, Assistant Principal, Lead Teacher

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Academic and behavior reinforcement programs are in place

### Plan to Monitor Fidelity of Implementation of G1.B1.S5

Review implementation and effectiveness of reinforcement programs

#### **Person or Persons Responsible**

Behavior Analyst, Lead Teacher, Assistant Principal

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Observation of appropriate implementation of programs, data collection

## Plan to Monitor Effectiveness of G1.B1.S5

Review effectiveness of reinforcement programs

### Person or Persons Responsible

Behavior Analyst, Lead Teacher , AssistantPrinicpal

### Target Dates or Schedule

On-going

### Evidence of Completion

Data showing increased behavioral and academic progress

## G2. Increase parent involvement in IEP/parent conferences and School Activities

**G2.B1** Parents frequently have had negative experiences with schools and are hesitant to become involved. Some parents are uncomfortable in a school setting due to personal experience. Parents often lack transportation or are working.

**G2.B1.S1** Make personal phone calls to all parents to invite them to attend IEP meetings, student conferences and school activities. Send two or more flyers with students to provide information about student activities.

### Action Step 1

Make persona phone calls to invite parents to all meetings and school activities.

### Person or Persons Responsible

parent liaison and guidance counselor

### Target Dates or Schedule

For each meeting and activity that occurs

### Evidence of Completion

Log of calls

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

Assure that calls are being made to all parents and parents who need transportation are identified.

#### **Person or Persons Responsible**

Principal, Parent Liaison

#### **Target Dates or Schedule**

For each activity and IEP conference

#### **Evidence of Completion**

Log of calls made for activities and transportation provided. Parent Contacts indicated on Parent Participation Forms for IEP meetins.

### **Plan to Monitor Effectiveness of G2.B1.S1**

Efforts to increase parent participation in school activities and IEP/Parent conferences, ie, phone calls, flyers, assistance with transportation.

#### **Person or Persons Responsible**

Assistant Principal, Lead Teacher, Parent Liaison

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Increased parent participation in school activities and IEP/Parent conferences.

### **G2.B1.S2 Provide transportation where possible to help parents attend meetings and activities**

#### **Action Step 1**

Identify parents who need transportation to meetings and activities and provide when possible.

#### **Person or Persons Responsible**

Parent liaison, AssistantPrincipal

#### **Target Dates or Schedule**

When meetings or activities are taking place

#### **Evidence of Completion**

Parents needing transportation are identified and transportation is provided

## Plan to Monitor Fidelity of Implementation of G2.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G2.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G2.B1.S3** Communicate verbally with parents to plan IEP meetings around parent schedules. Offer flexible times for meetings. Plan school activities later in evening in order to accommodate parent work schedules.

### **Action Step 1**

Personal communication with parents to encourage involvement in IEP/parent meetings and school activities.

**Person or Persons Responsible**

Parent Liaison, guidance counselor

**Target Dates or Schedule**

Before meetings and activities

**Evidence of Completion**

Parent participation forms, phone logs for activities

### Plan to Monitor Fidelity of Implementation of G2.B1.S3

Personal communication with parents prior to meetings and activities

**Person or Persons Responsible**

Parent liaison, guidance counselor

**Target Dates or Schedule**

Before meetings and activities

**Evidence of Completion**

Parent participation forms for IEPs, phone logs for activities

### Plan to Monitor Effectiveness of G2.B1.S3

Increase parent participation in IEP/parent meetings and school activities

**Person or Persons Responsible**

Lead Teacher, Assistant Principal

**Target Dates or Schedule**

Per semester

**Evidence of Completion**

Increased parent participation in IEP/parent meetings and school activities

## 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

Federal funds through IDEA will be used to support staffing in order to maintain a low student/staff ratio and support specialized transportation needs. State and district funds will be used to provide for facility needs, provide instructional resources, and professional development. Title II funds will also be used to support professional development. Due to the high level of free and reduced lunch students, our school is provided with free school lunch and breakfast for all students.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** Increase the number of students in each of the identified subgroups who make a year's growth or achieve proficiency in Math and Reading

**G1.B1** Barriers: All students at the school are identified as having significant behavior/emotional disorders which have required their removal from regular school settings and placement in a special day school. Most have significant academic gaps due to the interference of behavior and or mental health problems in academic participation, including limited ability to focus, limited frustration tolerance, previous out of school suspension. Many come from low income families, often with limited educational backgrounds who have difficulty supporting appropriate school behavior, academics and school attendance.

**G1.B1.S3** Provide teacher training to help identify strategies to increase student engagement in academic instruction.

### PD Opportunity 1

Identify and provide access to trainings to help teachers identify strategies to increase student engagement Provide opportunities to discuss Marzano strategies in school based PLC.

#### Facilitator

Mark Rolewski

#### Participants

classroom teachers, administrators

#### Target Dates or Schedule

On- going Monthly

#### Evidence of Completion

Teachers participate in trainings and PLC to increase knowledge of instructional strategies to increase student engagement.

**G1.B1.S4** Provide resources and teacher training to assist teachers in providing appropriate academic intervention to assist students in closing achievement gaps.

**PD Opportunity 1**

Identify and provide resources and training to teachers to help them provide effective academic intervention

**Facilitator**

District trainers through FDLRS, curriculum developers

**Participants**

Classroom teachers

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Resources are identified and provided, training takes place

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase the number of students in each of the identified subgroups who make a year's growth or achieve proficiency in Math and Reading	\$1,852
Total		\$1,852

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Other	Professional Development	Total
School allotted textbook and material funds	\$1,500	\$0	\$0	\$1,500
School allotted budget	\$0	\$2	\$0	\$2
School TEC and Title 11 funds	\$0	\$0	\$350	\$350
Total	\$1,500	\$2	\$350	\$1,852

### Budget Details

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

**G1. Increase the number of students in each of the identified subgroups who make a year's growth or achieve proficiency in Math and Reading**

**G1.B1** Barriers: All students at the school are identified as having significant behavior/emotional disorders which have required their removal from regular school settings and placement in a special day school. Most have significant academic gaps due to the interference of behavior and or mental health problems in academic participation, including limited ability to focus, limited frustration tolerance, previous out of school suspension. Many come from low income families, often with limited educational backgrounds who have difficulty supporting appropriate school behavior, academics and school attendance.

**G1.B1.S3** Provide teacher training to help identify strategies to increase student engagement in academic instruction.

**Action Step 1**

Identify and provide access to trainings to help teachers identify strategies to increase student engagement Provide opportunities to discuss Marzano strategies in school based PLC.

**Resource Type**

Professional Development

**Resource**

Discussion of Marzano instructional strategies by Mark Rolewski

**Funding Source**

School TEC and Title 11 funds

**Amount Needed**

\$350

**G1.B1.S4** Provide resources and teacher training to assist teachers in providing appropriate academic intervention to assist students in closing achievement gaps.

**Action Step 1**

Identify and provide resources and training to teachers to help them provide effective academic intervention

**Resource Type**

Evidence-Based Materials

**Resource**

Corrective reading and SRA materials for reading intervention,

**Funding Source**

School allotted textbook and material funds

**Amount Needed**

\$1,500

**G1.B1.S5** Provide student reinforcement programs to help increase both academic and behavioral progress

**Action Step 1**

Develop and implement academic and behavioral reinforcement programs

**Resource Type**

Other

**Resource**

Resources to stock a token economy and to provide individual reinforcers for target skill programs.  
Resources to provideweekly earned activities

**Funding Source**

School allotted budget

**Amount Needed**

\$2