

Sail

2006 JACKSON BLUFF RD, Tallahassee, FL 32304

<https://www.leonschools.net/sail>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2016-17	2015-16	2014-15	2012-13
Grade	B	B	A*	A

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Leon County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	29
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	31

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Sail

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to provide an educational choice for high school students in Leon County. By way of an innovative, high-quality, respectful and caring environment, SAIL seeks to provide a diverse student population with the foundation necessary to become responsible citizens in a global community.

b. Provide the school's vision statement.

SAIL will be a haven for students who are looking for an engaging, safe, and respectful learning environment that embraces individuality and produces students who value diversity, and are conscientious contributors to society as a whole.

2. School Environment

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

At SAIL we have multiple opportunities each quarter for students to break off into family groups. The family groups are small discussion groups of 20 or less students who come together to get to know one another in an intimate "family style" setting. The groups are led by a teacher and topics relevant to the students are visited: sexual harassment, bullying, peer pressure, finding your way in high school, friendships, and many other topics will be visited. We also address cultural topics throughout the year in our second and third period classes during "Word Up" through school-wide readings. We have school assemblies with cultural themes and week long celebrations of various cultural groups, Hispanic heritage festival, African American, and several others. We celebrate diversity through music and the arts with presentations in the band shell during lunch.

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

SAIL fosters a family feel that pairs with our small size with each class (9-12 grade) at approximately 100 students, the students get to know each other well. This is further accomplished through our family group meetings, student government led assemblies, and a multitude of clubs that reflect the students diverse interests. The staff meets collectively each Tuesday to discuss student needs and provide staff development to support student learning and facilitate professional growth. Teachers/ staff clarify their expectations in these meetings for positive interpersonal interactions and gain a clear understanding of the processes for reporting violations of bullying/harassment/dating violence/civil rights policies.

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

We have a conference style and mediation approach to meet student needs. If a students needs a time out to regain focus, they can get a pass to the front office to meet with an administrator, our dean, our guidance counselor, or our front office staff. Our guiding principal at SAIL is respect. It is our expectation that both students and teachers treat one another with respect. This is emphasized in

our assemblies and family groups. We have recognition quarterly for students with perfect attendance, good citizenship, and good grades. In addition students that have good attendance and grades have opportunities to participate in dances and school wide intensive study week.

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

We meet as a staff every Tuesday to ensure that the staff as whole has an understanding of individual student's barriers to academic and social successes. We have probation students assigned to administrative mentors and teacher mentors. We work with outside agencies to provide counseling for students both on campus (CCYS, Oasis for Girls, and Turn About) and off campus (Lee's Place - we have a fund to assist families in need). Our school guidance counselor works closely with our problem solving team to address the needs of individual students. This entity's decision making is guided by data-driven decision making, identifying interventions to remove the barriers to successful learning. Our guidance counselor also provides a range of services to meet individual student needs, such as: core (classroom guidance, workshops, and assemblies), supplemental services (small group counseling), and intensive supports (individual counseling/advisement, referrals to community services).

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

N/A

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

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

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

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

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

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

N/A

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

We will work towards more parental involvement in after school programs such as parent information nights related to curriculum, graduation, college preparedness, financial aid, recruitment, and test preparedness.

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

The SAIL Parent, Teacher, and Student Organization (PTSO) has a volunteer coordinator, mentor coordinator, and a business partner coordinator who work on behalf of the school to invite our community members/stakeholders to participate and support school initiatives and activities.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Williams, Tiffany	Principal
Taylor, Barry	Dean
Page, Erica	School Counselor
Bell, Emily	Instructional Coach
Robshaw, Charles	Teacher, ESE
Cone, Marcia	Teacher, K-12
Alovus, Lao	Teacher, K-12
Nilles, Sheri	Teacher, K-12
Schaller, John	Teacher, K-12
Perez de Alejo, Peejay	Teacher, K-12
Sears, Steve	Assistant Principal
Matherne, Marlow	Teacher, K-12

b. Duties

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

Tiffany Williams – Principal

Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities.

Steve Sears- Assistant Principal

Participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies assists with design and delivery of professional development relative to implementation of effective reading strategies.

Erica Page – Guidance Counselor

Provides information about guidance services and coordinates outside interventions for students.

Charles Robshaw – ESE Teacher

Provides information about ESE services and Tier 1/2/3 interventions.

Emily Bell – Media Specialist and Reading Coach

Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities.

Barry Taylor – Dean & Teacher

Provides information about attendance history and discipline data. Assists with data analysis, intervention planning, and program evaluation.

Select General Education Teachers- A teacher leader from each department

Provide information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.

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

The MTSS leadership team works with grade level and department teams to identify school needs and strengths. The team works with the entire staff to develop specific tier 1 strategies for reading, math, writing and science. The MTSS Leadership team also meets with the administration and other staff representatives to help develop the SIP. The team also collaborates with the School Advisory Council to obtain input from the council. The team provides data, helps to set goals and expectations, and suggests strategies that would ensure attainment of instructional goals.

Our school and district funds are used to support the goals of the School Improvement Plan to meet the needs of all students. Title II funds support professional development for teachers and staff in literacy, technology, and best practices. Collaboration and cooperation are essential in providing an instructional program to assist all students with the development of skills and the knowledge needed to meet the challenging state academic standards and assessments.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tiffany Williams	Principal
Emily Bell	Teacher
Steve Sears	Principal
John Schaller	Teacher
Cliff Thael	Parent
Stephanie Matthews	Parent
Peggy Wright-Cleveland	Parent
Shirley Cain	Education Support Employee
Mike Wohlgemuth	Teacher
Chelsea Fox	Parent
Leslie Mason	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The school presented the data to the SAC on the school improvement goals and actual scores. The decisions were made with departmental recommendations and approved by the SAC members.

b. Development of this school improvement plan

The School Advisory Committee gave input to the Parent Involvement section of the School Improvement Plan. They will also give input to the goals for each curriculum area. Their approval will be solicited prior to submitting the School Improvement Plan to the State.

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

The annual budget is broken down and discussed with the parents in PTSO and SAC meetings.

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

1,167.00 was spent on calculators for math and science.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Bell, Emily	Instructional Coach
Cone, Marcia	Teacher, K-12
Matherne, Marlow	Teacher, K-12
Pell, Robert	Teacher, K-12
Robshaw, Charles	Teacher, ESE
Perez de Alejo, Peejay	Teacher, K-12
Nilles, Sheri	
FloydRichardson, Nancy	Teacher, K-12

b. Duties

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

This group of educators is comprised of teachers who are well-versed in literacy. The first initiative is to plan literacy in-service opportunities for the staff. There will be focused literacy activities each month and small group follow up and assessment. In addition the LLT will work with all departments to improve students' critical reading skills. The team will be supporting literacy initiatives through cross curricular activities, professional development, leaders coaching and modeling, teachers with open doors, summer literacy development, providing instructional and student resources and materials, and other initiatives.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The teachers and staff participate in weekly staff meetings. The foci of these meetings are staff development, department collaboration, committee sharing, student needs and assessments. Student growth is monitored and instructional practices informed by decisions made in the staff meetings.

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

Although recruiting and retaining effective teachers is a shared responsibility for all staff members, Principal Tiffany Williams and Assistant Principal Steve Sears will oversee this important task.

1. Recruit teachers with multiple certifications via school web site and District web site. Tiffany Williams, Principal On-going as vacancies occur
2. SAIL has an extremely high teacher retention rate due to strong commitment to the SAIL mission and democratic way of work. The climate survey showed 100% of teachers believe SAIL has a quality planning process. Tiffany Williams, Principal On-going
3. Teacher Mentoring Program Steve Sears, Assistant Principal Completed annually for all new teachers
4. Provide Leadership Opportunities Tiffany Williams, Principal Annually
5. Professional Development Steve Sears, Assistant Principal Annually
6. Regular Meetings of New Teachers with Principal Tiffany Williams, Principal Monthly

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

The Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, participation in the teachers with open doors program, and post-observation feedback conferences.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school provides ongoing opportunities for teachers to gain a better understanding of the Florida Standards, to plan and discuss reading and writing curriculum that aligns to the standards. This is done through department meetings and grade level meetings. In the department meetings the department chairs share district information and best practices. The teachers are also able to share their discoveries through their own best practices in staff meetings/staff development.

b. Instructional Strategies

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

The Problem Solving Team meets twice a month to discuss students who are demonstrating difficulty in attaining proficiency levels on state assessments. This team makes recommendations for interventions and procedures to aid students in increasing their proficiency. Students scoring below proficiency levels in ELA are placed in Intensive Reading classes. Students scoring below proficiency levels in Math are placed in an additional support class in Math. The PST determine whether or not interventions are benefiting the student and determine what the next step should be.

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

Strategy: Extended School Day**Minutes added to school year:** 19,440

SAIL offers an after-school tutoring program on Mondays and Wednesdays from 3:00 to 4:00 p.m. The students are given support and instruction in Math, Reading, and any core curriculum class that they are struggling with. The students sign in each day of attendance and are given a ticket to take to class which may count for extra credit or a homework assignment, dependent on the class.

Strategy Rationale

Students benefit from one on one direct instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bell, Emily, belle@leonschools.net

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

The students are tracked through the sign in. The lead paraprofessional tracks the student progress through their progress reports and report cards. The paraprofessionals report out during staff meetings to share information about the students' progress and potential needs.

Strategy: Before School Program**Minutes added to school year:** 5,400

Before school tutoring

Strategy Rationale

Students benefit from one on one direct instruction.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bell, Emily, belle@leonschools.net

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

The students are tracked through the sign in. The lead paraprofessional tracks the student progress through their progress reports and report cards. The paraprofessionals report out during staff meetings to share information about the students' progress and potential needs.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

The teachers meet in their grade level groups to discuss the goals for each grade level. This is in turn shared at our staff meetings. Collaboration to assist student learning gains occurs across grade levels, content areas, and across departments.

b. College and Career Readiness

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

Student's interests are taken into account through interest and career planning surveys. College readiness math and English courses prepare students for college assessments, research papers, college visits and other technical/vocational school options. Juniors and seniors can attend two field trips to Lively Technical School to learn about various opportunities.

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

SAIL offers a wide variety of academic and elective courses. Departments plan interdisciplinary lessons and projects that allow students to apply academic concepts to real world applications like planning a trip or researching a college. Teachers also incorporate student's interest in their classroom planning and instruction.

Some electives course offering include: Fiber Arts, Gardening, Robotics, Computer Skills, Photography, Art, and Digital Design 1 and 2. Industry certifications can be earned in Adobe, Auto Cad, and Auto Design.

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

SAIL provides dual-enrollment course, SAT/ACT preparation, college readiness courses, exam prep for PERT, and research strategies. A survey is issued to seniors provides feedback on college readiness resources.

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

Some strategies in place include: school based committee devoted to college and career readiness, Saturday test preparation classes, after school tutoring, guidance counselor giving classroom guidance and individual counseling sessions with students, parent meetings geared towards college application and financial aid, college visits and local college and post-secondary institution visits.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** On the FSA ELA test, 65% of the students will score a level 3 or higher.
- G2.** On the Biology End of Course Exam 78% of the students will score a level 3 or higher.
- G3.** At least 52% of students taking the Algebra I End of Course Assessment will score at a level 3 or above.
- G4.** 52% of the students taking the Geometry End of Course Assessment will score at a level 3 or higher.

Strategic Goals Detail

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

G1. On the FSA ELA test, 65% of the students will score a level 3 or higher. **1a**

 G096201

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal **3**

- Student Goal Setting

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

- Common Assessments aligned with the Florida State Standards, Achieve 3000, FSA practice.

Plan to Monitor Progress Toward G1. **8**

The quarterly written assessments and the students' performance on the FSA.

Person Responsible

Tiffany Williams

Schedule

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data will be collected from the quarterly written assessments and from the students' performance on the FSA at the end of the school year.

G2. On the Biology End of Course Exam 78% of the students will score a level 3 or higher. 1a

 G096202

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	78.0

Targeted Barriers to Achieving the Goal 3

- Students lack skills that enable them to look for errors in logic or reasoning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Classroom assessments, Labs, FCAT Explorer, Non-fiction reading passages from text.

Plan to Monitor Progress Toward G2. 8

Classroom assessments and mid-year progress monitoring.

Person Responsible

Steve Sears

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student's progress as reported on the results of the classroom assessments and mid-year Biology progress monitoring.

G3. At least 52% of students taking the Algebra I End of Course Assessment will score at a level 3 or above. 1a

G096203

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	52.0

Targeted Barriers to Achieving the Goal 3

- Reading Skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Progress Monitoring, Teacher Created tests.

Plan to Monitor Progress Toward G3. 8

Instruction of vocabulary skills to help build comprehension for word problems and translating verbal sentences to algebraic sentences.

Person Responsible

Marcia Cone

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Improved performance on progress monitoring and on the Algebra I EOC.

G4. 52% of the students taking the Geometry End of Course Assessment will score at a level 3 or higher.

1a

G096204

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	52.0

Targeted Barriers to Achieving the Goal 3

- Students lack the basic math skills to build on new concepts. As a result, students are unmotivated to show effort.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Accelerated Math, District progress monitoring assessments

Plan to Monitor Progress Toward G4. 8

Individualized instruction and feedback

Person Responsible

Steve Sears

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student work samples, Progress reports, Report Cards, Classroom Assessments through Pinpoint

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. On the FSA ELA test, 65% of the students will score a level 3 or higher. **1**

 G096201

G1.B1 Student Goal Setting **2**

 B258878

G1.B1.S1 Teachers will provide clear learning goals and rubrics, track student progress and celebrate success. **4**

 S274126

Strategy Rationale

Students will be goal oriented and have a better understanding of why the standards they are learning are important to their success.

Action Step 1 **5**

Monitoring of progress towards goals, progress reports, and 9 week grades.

Person Responsible

Steve Sears

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Benchmark assessments, teacher-created assessments, Achieve 3000 progress reports, and teacher evaluations.

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

Lesson plans reflecting learning goals and rubrics

Person Responsible

Tiffany Williams

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

True North Logic, classroom assessments, curriculum maps

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

Provide documentation in lesson plans of instruction of learning goals, have progress chats with students at progress report and reports cards.

Person Responsible

Steve Sears

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teacher evaluations, Progress Reports, Report Cards.

G2. On the Biology End of Course Exam 78% of the students will score a level 3 or higher. 1

G096202

G2.B1 Students lack skills that enable them to look for errors in logic or reasoning. 2

B258879

G2.B1.S1 The teacher will help the students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of the information provided. 4

S274127

Strategy Rationale

Through repeated practice and exposure to exam questions that require these problem solving strategies; students will become more able to determine errors in logic or reasoning.

Action Step 1 5

District department meetings/collegial conversations/individual planning days

Person Responsible

John Schaller

Schedule

Quarterly, from 8/14/2017 to 7/1/2018

Evidence of Completion

Classroom assessments

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

Students will take mid-term progress monitoring/teacher assessment

Person Responsible

Steve Sears

Schedule

On 1/8/2018

Evidence of Completion

Progress Monitoring

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

Classroom assessments and mid-year progress monitoring.

Person Responsible

Steve Sears

Schedule

Quarterly, from 8/14/2017 to 4/12/2018

Evidence of Completion

Student's progress as reported on the results of the classroom assessments and mid-year Biology progress monitoring.

G3. At least 52% of students taking the Algebra I End of Course Assessment will score at a level 3 or above.

1

 G096203

G3.B1 Reading Skills 2

 B258880

G3.B1.S1 The teacher will teach vocabulary skills to help build comprehension for word problems and translating verbal sentences to algebraic sentences. 4

 S274128
Strategy Rationale

The students lack of comprehension of word problems and math centered vocabulary is a significant impediment to their successful completion/scoring on the Algebra I EOC.

Action Step 1 5

Vocabulary instruction

Person Responsible

Steve Sears

Schedule

On 6/1/2018

Evidence of Completion

Improved performance on verbal sections of math tests and classroom observations.

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

Instruction of vocabulary skills to help build comprehension for word problems and translating verbal sentences to algebraic sentences.

Person Responsible

Tiffany Williams

Schedule

Quarterly, from 8/14/2017 to 6/30/2018

Evidence of Completion

Improved performance on progress monitoring and on the Algebra I EOC.

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

Instruction of vocabulary skills to help build comprehension for word problems and translating verbal sentences to algebraic sentences.

Person Responsible

Tiffany Williams

Schedule

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Improved performance on progress monitoring and on the Algebra I EOC.

G4. 52% of the students taking the Geometry End of Course Assessment will score at a level 3 or higher. **1**

 G096204

G4.B1 Students lack the basic math skills to build on new concepts. As a result, students are unmotivated to show effort. **2**

 B258881

G4.B1.S1 Provide students with individualized instruction and feedback. **4**

 S274129

Strategy Rationale

The one on one attention will allow students to recognize their stumbling blocks and get a clearer understanding of the Math standards in practice.

Action Step 1 **5**

Performance Matters

Person Responsible

Steve Sears

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Assessment Data, Data chats

Plan to Monitor Fidelity of Implementation of G4.B1.S1 **6**

Tracking student progress

Person Responsible

Steve Sears

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observation feedback

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Learning goals and scales

Person Responsible

Tiffany Williams

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teacher observations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.MA1 M395271	Students will take mid-term progress monitoring/teacher assessment	Sears, Steve	1/8/2018	Progress Monitoring	1/8/2018 one-time
G2.B1.S1.MA1 M395270	Classroom assessments and mid-year progress monitoring.	Sears, Steve	8/14/2017	Student's progress as reported on the results of the classroom assessments and mid-year Biology progress monitoring.	4/12/2018 quarterly
G1.MA1 M395269	The quarterly written assessments and the students' performance on the FSA.	Williams, Tiffany	8/14/2017	Data will be collected from the quarterly written assessments and from the students' performance on the FSA at the end of the school year.	6/1/2018 annually
G2.MA1 M395272	Classroom assessments and mid-year progress monitoring.	Sears, Steve	8/14/2017	Student's progress as reported on the results of the classroom assessments and mid-year Biology progress monitoring.	6/1/2018 quarterly
G3.MA1 M395275	Instruction of vocabulary skills to help build comprehension for word problems and translating...	Cone, Marcia	8/14/2017	Improved performance on progress monitoring and on the Algebra I EOC.	6/1/2018 quarterly
G4.MA1 M395278	Individualized instruction and feedback	Sears, Steve	8/14/2017	Student work samples, Progress reports, Report Cards, Classroom Assessments through Pinpoint	6/1/2018 quarterly
G1.B1.S1.MA1 M395267	Provide documentation in lesson plans of instruction of learning goals, have progress chats with...	Sears, Steve	8/14/2017	Teacher evaluations, Progress Reports, Report Cards.	6/1/2018 quarterly
G1.B1.S1.MA1 M395268	Lesson plans reflecting learning goals and rubrics	Williams, Tiffany	8/14/2017	True North Logic, classroom assessments, curriculum maps	6/1/2018 quarterly
G1.B1.S1.A1 A367985	Monitoring of progress towards goals, progress reports, and 9 week grades.	Sears, Steve	8/14/2017	Benchmark assessments, teacher-created assessments, Achieve 3000 progress reports, and teacher evaluations.	6/1/2018 quarterly
G3.B1.S1.MA1 M395273	Instruction of vocabulary skills to help build comprehension for word problems and translating...	Williams, Tiffany	8/14/2017	Improved performance on progress monitoring and on the Algebra I EOC.	6/1/2018 annually
G3.B1.S1.A1 A367987	Vocabulary instruction	Sears, Steve	8/14/2017	Improved performance on verbal sections of math tests and classroom observations.	6/1/2018 one-time
G4.B1.S1.MA1 M395276	Learning goals and scales	Williams, Tiffany	8/14/2017	Teacher observations	6/1/2018 quarterly
G4.B1.S1.MA1 M395277	Tracking student progress	Sears, Steve	8/14/2017	Observation feedback	6/1/2018 quarterly
G4.B1.S1.A1 A367988	Performance Matters	Sears, Steve	8/14/2017	Assessment Data, Data chats	6/1/2018 quarterly
G3.B1.S1.MA1 M395274	Instruction of vocabulary skills to help build comprehension for word problems and translating...	Williams, Tiffany	8/14/2017	Improved performance on progress monitoring and on the Algebra I EOC.	6/30/2018 quarterly
G2.B1.S1.A1 A367986	District department meetings/collegial conversations/individual planning days	Schaller, John	8/14/2017	Classroom assessments	7/1/2018 quarterly

V. Professional Development Opportunities

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

G1. On the FSA ELA test, 65% of the students will score a level 3 or higher.

G1.B1 Student Goal Setting

G1.B1.S1 Teachers will provide clear learning goals and rubrics, track student progress and celebrate success.

PD Opportunity 1

Monitoring of progress towards goals, progress reports, and 9 week grades.

Facilitator

Literacy Team/departments

Participants

All teachers during staff professional development.

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

G2. On the Biology End of Course Exam 78% of the students will score a level 3 or higher.

G2.B1 Students lack skills that enable them to look for errors in logic or reasoning.

G2.B1.S1 The teacher will help the students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of the information provided.

PD Opportunity 1

District department meetings/collegial conversations/individual planning days

Facilitator

District Science Developers

Participants

High School Biology teachers

Schedule

Quarterly, from 8/14/2017 to 7/1/2018

G3. At least 52% of students taking the Algebra I End of Course Assessment will score at a level 3 or above.

G3.B1 Reading Skills

G3.B1.S1 The teacher will teach vocabulary skills to help build comprehension for word problems and translating verbal sentences to algebraic sentences.

PD Opportunity 1

Vocabulary instruction

Facilitator

Math Department and Distract Math developer

Participants

Math Department

Schedule

On 6/1/2018

G4. 52% of the students taking the Geometry End of Course Assessment will score at a level 3 or higher.

G4.B1 Students lack the basic math skills to build on new concepts. As a result, students are unmotivated to show effort.

G4.B1.S1 Provide students with individualized instruction and feedback.

PD Opportunity 1

Performance Matters

Facilitator

Staff Meetings, Department Meetings for staff development

Participants

Math department

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Monitoring of progress towards goals, progress reports, and 9 week grades.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0204 - Sail	School Improvement Funds		\$600.00
			<i>Notes: Novels for the English department.</i>			
2	G2.B1.S1.A1	District department meetings/collegial conversations/individual planning days				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0204 - Sail			\$0.00
3	G3.B1.S1.A1	Vocabulary instruction				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0204 - Sail	School Improvement Funds		\$0.00
4	G4.B1.S1.A1	Performance Matters				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0204 - Sail	School Improvement Funds		\$1,200.00
			<i>Notes: Math Nation Workbooks</i>			
					Total:	\$1,800.00