



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

South Fort Myers High School

14020 PLANTATION RD

Fort Myers, FL 33912

239-561-0060

<http://sfm.leeschools.net/>

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 65%
Alternative/ESE Center No	Charter School No	Minority Rate 62%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 C
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

South Fort Myers High School

Principal

Melissa Layner

School Advisory Council chair

Chris Rogers

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

Name	Title
Amanda Pointelin	Lead Teacher
Staci Deinhart-Mackay	Lead Teacher
Rebecca Jolliff	Lead Teacher
Steven Wilkie	Lead Teacher
Julie Hall	Math Department Head
Kristina Casterioto	Social Studies Department Head
Kim Bathey	ESE Department Head
Melanie Christian	Academies Department Head
Claudia Vioria	ESOL Department Head
Bonnie Mazza	Guidance Department Head
Michele Arbour	PE Department Head
Don Trelease	Assistant Principal
Kari Hardman	Assistant Principal
Samone Mitchell	Assistant Principal
Andrew J. Hamstra	Assistant Principal

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

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 School Advisory Council is made up of the Principal Melissa Layner, DAC representative and SAC liaison Chris Rogers.

Involvement of the SAC in the development of the SIP

The SAC reviews the plan, makes suggestions for the improvement of the plan (as it aligns to school and district goals), and gives their approval of the finished plan.

Activities of the SAC for the upcoming school year

The SAC will meet monthly. During that time they will be involved with the SIP, use of funds for school improvements, advise when updates of the SIP are necessary, send recommendations and/or concerns to the District Advisory Committee and review reports on school programs and activities.

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

All funds acquired will be used for support of teaching and learning.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Melissa Layner

Principal

Years as Administrator: 8

Years at Current School: 1

Credentials

BS English Education
 MA in Curriculum and Instruction
 Certifications: ESOL, Reading Endorsement, English 6-12, School Principal

Performance Record

Effective ratings in all reviews

AJ Hamstra

Asst Principal Years as Administrator: 1 Years at Current School: 1

Credentials BS, History and Secondary Education
 MEd, Educational Leadership

Performance Record No performance ratings as an administrator

Kari Hardman

Asst Principal Years as Administrator: 2 Years at Current School: 2

Credentials BS, Sports Management and Marketing
 M.Ed., Educational Leadership
 Certified in Business 6-12

Performance Record Effective for each review

Samone Mitchell

Asst Principal Years as Administrator: 2 Years at Current School: 2

Credentials BS, Science and Psychology
 MS, Educational Leadership
 Reading and ESOL Endosed
 Certified Middle Grades English 5-9

Performance Record Rated as effective in all reviews

Don Trelease

Asst Principal Years as Administrator: 22 Years at Current School: 8

Credentials BA, English, Kean College of NJ, 1973
 MA, School Counseling, Kean College of NJ, 1976
 M.Ed., Educational Leadership, Univ. South Florida, 1989
 ESOL Endorsement
 Certified in Guidance and Educational Leadership K-12

Performance Record Effective at every review

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Rebecca Jolliff		
Part-time / District-based	Years as Coach: 3	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Bachelor's in Elementary Education; Reading Endorsed	
Performance Record	Highly Effective	
Amanda Pointelin		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Bachelor's in English Education; Reading Endorsed	
Performance Record	Highly Effective	
Steven Wilke		
Part-time / District-based	Years as Coach: 1	Years at Current School: 6
Areas	Science	
Credentials	Bachelor's of Science in Science Education; Biology, Chemistry certified	
Performance Record	Highly Effective	
Staci Deinhart-MacKay		
Part-time / District-based	Years as Coach: 2	Years at Current School: 8
Areas	Other	
Credentials	Bachelor's of English Education; English 6-12 certification	
Performance Record	Highly Effective	

Classroom Teachers

# of classroom teachers	80
# receiving effective rating or higher	61, 76%
# Highly Qualified Teachers	100%
# certified in-field	80, 100%

ESOL endorsed

62, 78%

reading endorsed

10, 13%

with advanced degrees

15, 19%

National Board Certified

0, 0%

first-year teachers

9, 11%

with 1-5 years of experience

14, 18%

with 6-14 years of experience

45, 56%

with 15 or more years of experience

12, 15%

Education Paraprofessionals**# of paraprofessionals**

8

Highly Qualified

8, 100%

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

5

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

Peer teachers and an administrator are assigned to mentor, coach, and plan with new teachers to the profession and to the building. There are quarterly meetings as a whole group and monthly check-ins with peer teachers. The assistant principal for administration, Don Trelease, oversees this process.

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

We provide mentoring to teachers new to the district and new teachers to the profession through the APPLES program. This is a year-long program that provides coursework, mentor observations, administration observations and master teacher follow-up as needed. New teachers are helped to adapt to their new environment quickly and helped to develop the teaching skills they need to be effective with today's students.

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

The MTSS Problem-Solving team at South Ft. Myers High School meets on an as needed basis to analyze school and/or student progress data in order to identify students in need of further support and to monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

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

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports

- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

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

South Ft. Myers High School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

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

The Lee County School District has developed a comprehensive training and support plan for schools. District level support personnel have been hired to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a

multi-tiered system of student supports.

Personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies, and are provided on-going staff development training regarding the MTSS problem-solving process and research based practices to support the academic and behavioral needs of students within a multi-tiered student support system.

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: Before or After School Program

Minutes added to school year: 9,540

SFMH's plan is designed to keep students in the classroom as well as offer time outside of the normal school hours for additional learning and preparation. Students have the opportunity after school to complete homework, make-up assignments, and/or work on computer-based programs as E20/20 credit retrieval, FCATexplorer and/or Empower3000. There are after school tutors that are available for reading, math, and science. The E20/20 instructor is available after school to offer additional time for the students to work on obtaining their credits.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Data is collected and analyzed through attendance records, grade reports, and behavioral data such as student discipline referrals.

Who is responsible for monitoring implementation of this strategy?

All administration
 After school Tutors
 After Hours school teacher

Literacy Leadership Team (LLT)

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

Name	Title
Melissa Layner	Principal
Andrew Hamstra	Assistant Principal
Donald Trelease	Assistant Principal
Samone Mitchell	Assistant Principal
Kari Hardman	Assistant Principal
Amanda Pointelin	TIF
Becky Jolliff	TIF

Name	Title
Staci Deinhart-Mackay	TIF
Steve Wilkie	TIF
Jackie Sell	TIF
Bonnie Mazza	Guidance
Cynthia Jeffcott	Media Specialist
Department Heads	All Departments

How the school-based LLT functions

The Literacy Leadership Team at South Ft. Myers High School is comprised of all department heads, administrators, TIF teachers, Media Specialist and Reading Coach. The LLT meets on a monthly basis to analyze school literacy data, discuss strategies teachers can implement in the classroom to meet the needs of students, and share individual successes with previously discussed strategies.

Major initiatives of the LLT

- 1) Every teacher on campus will be considered a Literacy teacher.
- 2) Every teacher will incorporate reading strategies in their lesson plans.
- 3) Data will be analyzed to help increase student achievement.

Every Teacher Contributes to Reading Instruction

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

Content area teachers will increase the amount of textbook interaction with their students. Reading strategies will be modeled by TIF teacher and Reading Coach and administration will expect them to be used. Every teacher will be expected to know how to implement strategies and explain the benefits of using those strategies.

The Reading Coach and TIF teacher will model, observe, and provide feedback for any teacher wishing to implement a reading strategy. Other reading strategies will be modeled at Literacy Leadership Team meetings as necessary.

Administration will be doing classroom walk-throughs and having conferences with teachers who need assistance with implementing reading strategies. Administration will also look at reading data and have data chats with teachers to see what they are doing in class to help students improve their reading skills.

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

The school follows the district and state plan for incorporating combined, applied, and integrated courses in the core content areas. These courses are led by highly qualified teachers who work in common goal teams to create common assessments based on the Common Core standards. Teammates plan instruction and assessment in unison and examine performance data for reteaching and retesting. The goal is for students to gain the skills necessary to advance to accelerated courses.

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 are split between four guidance counselors who meet with all grade levels via their English classes to address credit, grade, and graduation concerns. At least once per week, colleges, universities, or technical schools visit our campus to address student enrollment. Our school is an academy high school for Career and Technology and all students are encouraged to participate in one three-year academy program.

Strategies for improving student readiness for the public postsecondary level

For the 2013-2014 school year, the school has implemented a Critical Thinking Skills course for juniors and seniors. The majority of senior students are enrolled in Mathematics for College Readiness and English IV College Prep in order to become college and career ready. Our school offers SAT testing and regularly enrolls students in ACT testing at locations of close proximity. ACT and SAT test-taking strategies are incorporated into all junior and senior level core classes.

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	46%	No	59%
American Indian				
Asian	52%	31%	No	57%
Black/African American	43%	36%	No	49%
Hispanic	48%	35%	No	53%
White	63%	59%	No	67%
English language learners	28%	16%	No	36%
Students with disabilities	30%	22%	No	37%
Economically disadvantaged	50%	39%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	210	25%	29%
Students scoring at or above Achievement Level 4	172	21%	25%

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>	29%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	54%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	510	60%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	144	68%	72%

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)	17	35%	39%
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]		23%
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]		22%

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.	56	47%	51%

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	282	62%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		4%

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	47%	47%	Yes	52%
American Indian				
Asian				
Black/African American	39%	36%	No	45%
Hispanic	43%	38%	No	48%
White	53%	61%	Yes	58%
English language learners	38%	27%	No	44%
Students with disabilities	44%	25%	No	50%
Economically disadvantaged	43%	42%	No	49%

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>	42%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	17%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	408	59%	63%
Students in lowest 25% making learning gains (EOC)	110	64%	68%

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.	46	24%	28%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	211	36%	40%
Students scoring at or above Achievement Level 4	19	4%	8%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	152	34%	38%
Students scoring at or above Achievement Level 4	76	17%	21%

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>	4%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	4%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	192	41%	45%
Students scoring at or above Achievement Level 4	43	9%	13%

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)	10		12
Participation in STEM-related experiences provided for students	50	25%	30%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	513	29%	32%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	102	26%	29%
CTE-STEM program concentrators	45		48
Students taking CTE-STEM industry certification exams	28	62%	65%
Passing rate (%) for students who take CTE-STEM industry certification exams		100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1278	73%	76%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	162	13%	16%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	310	24%	27%
Passing rate (%) for students who take CTE industry certification exams		87%	90%
CTE program concentrators	162	13%	16%
CTE teachers holding appropriate industry certifications	11	100%	100%

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	141	8%	4%
Students in ninth grade with one or more absences within the first 20 days	155	29%	25%
Students in ninth grade who fail two or more courses in any subject	85	17%	13%
Students with grade point average less than 2.0	391	22%	18%
Students who fail to progress on-time to tenth grade	75	15%	11%
Students who receive two or more behavior referrals	430	24%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	151	8%	4%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	14	1%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	379	86%	90%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	33	36%	40%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	298	80%	84%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Parents are invited to all School Advisory Council meetings, Athletic Booster meetings, and specialized club meetings. Our goal is to have more parents actively involved throughout the school day, tutoring students and assisting teachers.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement by 10%	10	3%	13%

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 student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Teacher Leaders
- Reading Coach
- District Support personnel
- Performance Matters
- School Technology Specialists
- School Guidance Counselors

Targeted Barriers to Achieving the Goal

- Lack of common planning time

Plan to Monitor Progress Toward the Goal

Focus on teaching and learning

Person or Persons Responsible

All administrators, Executive Director, district coordinators, department heads

Target Dates or Schedule:

Weekly classroom walkthroughs and data chats

Evidence of Completion:

Weekly review of comprehensive lesson plans addressing student needs based on data; reporting information on common assessment implementation (Performance Matters); classroom walkthrough data with a focus on common board configuration and gradual release model

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B5 Lack of common planning time

G1.B5.S1 The school has implemented professional communities centered around ten school-identified areas of need. These communities will analyze data and develop improvement plans for the areas of need. These teams meet once per month.

Action Step 1

Professional Learning Communities

Person or Persons Responsible

PLC/SIP goal teams

Target Dates or Schedule

Monthly, starting in September 2013

Evidence of Completion

SMART goals and PLC Four question reporting

Facilitator:

PLC/SIP goal team leaders and administration

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Monitor PLC implementation and effectiveness

Person or Persons Responsible

Administrative team and PLC/SIP group leaders

Target Dates or Schedule

Once per month

Evidence of Completion

Data to support SMART goals developed by the PLC, to include Performance Matters, quantitative and qualitative data as it supports each goal.

Plan to Monitor Effectiveness of G1.B5.S1

Monitor PLC implementation and effectiveness

Person or Persons Responsible

Administrative team and PLC/SIP group leaders

Target Dates or Schedule

Once per month

Evidence of Completion

Data to support SMART goals developed by the PLC, to include Performance Matters, quantitative and qualitative data as it supports each goal.

G1.B5.S2 The has implemented common goal teams. Each of these teams will be completing common assessments and utilizing data to reteach and retest in all academic areas. These teams meet twice per month.

Action Step 1

Common Goal planning teams

Person or Persons Responsible

All teachers sorted by common courses

Target Dates or Schedule

Twice monthly, starting September 2013

Evidence of Completion

Production of common assessments with data reporting; plan for reteaching and retesting

Facilitator:

All administrators, district support personnel/subject area coordinators

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Monitor common goal teams implementation of common assessments.

Person or Persons Responsible

All department heads and administrators

Target Dates or Schedule

twice per month

Evidence of Completion

Data from common assessments generated from Performance Matters, exit tickets, surveys, and other class instructional strategies

Plan to Monitor Effectiveness of G1.B5.S2

Monitor common goal teams implementation of common assessments.

Person or Persons Responsible

All department heads and administrators

Target Dates or Schedule

twice per month

Evidence of Completion

Data from common assessments generated from Performance Matters, exit tickets, surveys, and other class instructional strategies

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

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 student achievement gains school-wide by focusing on teaching and learning.

G1.B5 Lack of common planning time

G1.B5.S1 The school has implemented professional communities centered around ten school-identified areas of need. These communities will analyze data and develop improvement plans for the areas of need. These teams meet once per month.

PD Opportunity 1

Professional Learning Communities

Facilitator

PLC/SIP goal team leaders and administration

Participants

All teachers

Target Dates or Schedule

Monthly, starting in September 2013

Evidence of Completion

SMART goals and PLC Four question reporting

G1.B5.S2 The has implemented common goal teams. Each of these teams will be completing common assessments and utilizing data to reteach and retest in all academic areas. These teams meet twice per month.

PD Opportunity 1

Common Goal planning teams

Facilitator

All administrators, district support personnel/subject area coordinators

Participants

All teachers

Target Dates or Schedule

Twice monthly, starting September 2013

Evidence of Completion

Production of common assessments with data reporting; plan for reteaching and retesting

Appendix 2: Budget to Support School Improvement Goals