



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Santaluces Community High

6880 LAWRENCE RD

Lantana, FL 33462

561-642-6200

www.edline.net/pages/santaluces_high_school

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 72%
Alternative/ESE Center No	Charter School No	Minority Rate 76%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 B
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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

Santaluces Community High

Principal

Kathleen Weigel

School Advisory Council chair

Laura Messler

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

Name	Title
James Krupa	Vice Principal
Terry Gaddy	Assistant Principal
Wakisha Mawali	Assistant Principal
Cara Hayden	Assistant Principal
David Montoya	Assistant Principapl
Amanda Orndorff	Assistant Principal
Jim Utterback	Assistant Principal
Melissa Renda	Guidance Coordinator
Stacey Motter	ESE Coordinator
Stacie Lipton-Block	ESOL Coordinator
Tracy Paletti	Academic Coach
Tanya Duncan	Graduation Coach

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

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

Chair: Laura Messler
 Secretary: Sue Kilian-Davis
 Treasurer: TBD

Involvement of the SAC in the development of the SIP

SAC members reviewed the current SIP and were asked to provide inquiries, input and opinions to modify, edit, and/or improve current plan. SAC votes on the approval of the SIP.

Activities of the SAC for the upcoming school year

- *Review and advise school activities
- *Vote on SIP
- *Vote on requests for school improvement funds

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

School improvement (SI) funds are used to provide students with positive educational experiences such as tutoring supplies and materials, workshop experiences or teacher training/professional development. SI funds are also used for after school or Saturday tutoring sessions related to tested subject areas for all students. Teachers have the opportunity to submit requests for SI funds for programs or materials that will improve upon their curriculum and instruction.

Projected use of funds:

1. Incentives to motivate and boost staff morale: \$4,000.00
2. Supplemental books/materials for teachers, clubs, and sports: \$5,000.00
3. Provide snacks/refreshments to students for Saturday and after school tutorials: \$3,000.00

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

8

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kathleen Weigel

Principal

Years as Administrator: 31

Years at Current School: 2

Credentials

AA-Journalism, BA-English with Education Certification, MS Administration and Supervision, Ed. D Educational Leadership

Performance Record

Santaluces High School:
 2012-2013: Grade Pending
 Reading Mastery 43%, Math Mastery 64%,
 Science Mastery 48%, Learning Gains
 Reading 61%, Learning Gains Math 69%,
 Low 25% Reading Gains 64%, Low 25%
 Math Gains 71%
 Superintendent of Professional Development:
 2011-2012
 Atlantic High School:
 2010-2011: Grade A
 Reading Mastery 53%, Math Mastery 72%,
 Science Mastery 47%, Learning Gains
 Reading 53%, Learning Gains Math 74%,
 Low 25% Reading Gains 43%, Low 25%
 Math Gains 71%
 2009-2010: Grade B
 Reading Mastery 52%, Math Mastery 72%,
 Science Mastery 42%, Learning Gains Read
 55%, Learning Gains Math 77%, Low 25%
 Read Gains 40%, Low 25% Learning Gains
 Math 71%

Amanda Orndorff

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

BA - Communications
 MA - Educational Leadership
 Certified - Journalism, Reading 9-12

Performance Record

Santaluces High School:
 2012-2013: Grade Pending
 Reading Mastery 43%, Math Mastery 64%,
 Science Mastery 48%, Learning Gains
 Reading 61%, Learning Gains Math 69%,
 Low 25% Reading Gains 64%, Low 25%
 Math Gains 71%
 Atlantic High School:
 2011-2012: A
 Reading Mastery 55%, Math Mastery 59%,
 Science Mastery N/A, Learning Gains
 Reading 66%, Learning Gains Math 44%,
 Low 25% Reading Gains 66%, Low 25%
 Math Gains 58%
 2010-2011: A
 Reading Mastery 53%, Math Mastery 72%,
 Science Mastery 47%, Learning Gains
 Reading 53%, Learning Gains Math 74%,
 Low 25% Reading Gains 43%, Low 25%
 Math Gains 71%

David Montoya

Asst Principal

Years as Administrator: 5

Years at Current School: 2

Credentials

BA-Secondary Education/ Biology, MA-Educational Leadership

Performance Record

2012-2013: Grade Pending
 Reading Mastery 43%, Math Mastery 64%,
 Science Mastery 48%, Learning Gains
 Reading 61%, Learning Gains Math 69%,
 Low 25% Reading Gains 64%, Low 25%
 Math Gains 71%
 2011-2012: B
 Reading Mastery 39%, Math Mastery 57%,
 Science Mastery N/A, Learning Gains
 Reading 55%, Learning Gains Math 64%,
 Low 25% Reading Gains 59%, Low 25%
 Math Gains 76%
 Instructional Specialist: Department of Safe Schools
 2010-2011
 2009-2010

Jim Utterback

Asst Principal

Years as Administrator: 15

Years at Current School: 6

Credentials

BA Hotel/Restaurant Management, MBA Educational Leadership,
 Certifications: School principal (all levels), Business (6-12)

Performance Record

2012-2013: Grade Pending
 Reading Mastery 43%, Math Mastery 64%,
 Science Mastery 48%, Learning Gains
 Reading 61%, Learning Gains Math 69%,
 Low 25% Reading Gains 64%, Low 25%
 Math Gains 71%

2011-2012: B
 Reading Mastery 39%, Math Mastery 57%,
 Science Mastery N/A, Learning Gains
 Reading 55%, Learning Gains Math 64%,
 Low 25% Reading Gains 59%, Low 25%
 Math Gains 76%

2010-2011: Grade B
 Reading Mastery 39%, Math Mastery 76%,
 Science Mastery 40%, Learning Gains:
 45% in Reading, 74% in Math, Low 25%
 Learning Gains: 46% in Reading, 66% in
 Math

2009-2010 Grade A
 Reading Mastery , 43%, Math
 Mastery,76%, Science Mastery, 47%
 Learning gains-56% in reading, 80% in
 Math, Lowest 25%- Reading, 52%
 Math, Lowest 25%-Math,72%

Cara Hayden		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	MS/BS-Emotional Disturbances/Learning Disabilities, Educational Leadership BS-Social work
Performance Record	<p>2012-2013: Grade Pending Reading Mastery 43%, Math Mastery 64%, Science Mastery 48%, Learning Gains Reading 61%, Learning Gains Math 69%, Low 25% Reading Gains 64%, Low 25% Math Gains 71%</p> <p>2011-2012: B Reading Mastery 39%, Math Mastery 57%, Science Mastery N/A, Learning Gains Reading 55%, Learning Gains Math 64%, Low 25% Reading Gains 59%, Low 25% Math Gains 76%</p> <p>2010-2011: Grade B Reading Mastery 39%, Math Mastery 76%, Science Mastery 40%, Learning Gains: 45% in Reading, 74% in Math, Low 25% Learning Gains: 46% in Reading, 66% in Math</p> <p>2009-2010 Grade A Reading Mastery , 43%, Math Mastery,76%, Science Mastery, 47% Learning gains-56% in reading, 80% in Math, Lowest 25%- Reading, 52% Math, Lowest 25%-Math,72%</p>

Jim Krupa

Asst Principal

Years as Administrator: 24

Years at Current School: 17

Credentials

BS Education/Physical Education, MA- Educational Leadership,
 Certifications: PE K-12, School Principal K-12

Performance Record

2012-2013: Grade Pending
 Reading Mastery 43%, Math Mastery 64%,
 Science Mastery 48%, Learning Gains
 Reading 61%, Learning Gains Math 69%,
 Low 25% Reading Gains 64%, Low 25%
 Math Gains 71%

2011-2012: B
 Reading Mastery 39%, Math Mastery 57%,
 Science Mastery N/A, Learning Gains
 Reading 55%, Learning Gains Math 64%,
 Low 25% Reading Gains 59%, Low 25%
 Math Gains 76%

2010-2011: Grade B
 Reading Mastery 39%, Math Mastery 76%,
 Science Mastery 40%, Learning Gains:
 45% in Reading, 74% in Math, Low 25%
 Learning Gains: 46% in Reading, 66% in
 Math

2009-2010 Grade A
 Reading Mastery , 43%, Math
 Mastery,76%, Science Mastery, 47%
 Learning gains-56% in reading, 80% in
 Math, Lowest 25%- Reading, 52%
 Math, Lowest 25%-Math,72%

Terry Gaddy

Asst Principal

Years as Administrator: 11

Years at Current School: 6

Credentials

MA-Educational Leadership, BA Speech

Performance Record

2012-2013: Grade Pending
 Reading Mastery 43%, Math Mastery 64%,
 Science Mastery 48%, Learning Gains
 Reading 61%, Learning Gains Math 69%,
 Low 25% Reading Gains 64%, Low 25%
 Math Gains 71%
 2011-2012: B
 Reading Mastery 39%, Math Mastery 57%,
 Science Mastery N/A, Learning Gains
 Reading 55%, Learning Gains Math 64%,
 Low 25% Reading Gains 59%, Low 25%
 Math Gains 76%
 2010-2011:Grade B
 Reading Mastery 39%, Math Mastery 76%,
 Science Mastery 40%, Learning Gains:
 45% in Reading, 74% in Math, Low 25%
 Learning Gains: 46% in Reading, 66% in
 Math
 2009-2010 Grade A
 Reading Mastery , 43%, Math
 Mastery,76%, Science Mastery, 47%
 Learning gains-56% in reading, 80% in
 Math, Lowest 25%- Reading, 52%
 Math, Lowest 25%-Math,72%

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tracy Paletti		
Full-time / School-based	Years as Coach: 4	Years at Current School: 4
Areas	Reading/Literacy, Mathematics, Data	
Credentials	BA- business, MA-Curriculum and Instruction, Educational Leadership, K-12 Math, Reading endorsement	
Performance Record	<p>2012-2013: Grade Pending Reading Mastery 43%, Math Mastery 64%, Science Mastery 48%, Learning Gains Reading 61%, Learning Gains Math 69%, Low 25% Reading Gains 64%, Low 25% Math Gains 71%</p> <p>2011-2012: B Reading Mastery 39%, Math Mastery 57%, Science Mastery N/A, Learning Gains Reading 55%, Learning Gains Math 64%, Low 25% Reading Gains 59%, Low 25% Math Gains 76%</p> <p>2010-2011: Grade B Reading Mastery 39%, Math Mastery 76%, Science Mastery 40%, Learning Gains: 45% in Reading, 74% in Math, Low 25% Learning Gains: 46% in Reading, 66% in Math</p> <p>2009-2010 Grade A Reading Mastery , 43%, Math Mastery,76%, Science Mastery, 47% Learning gains-56% in reading, 80% in Math, Lowest 25%- Reading, 52% Math, Lowest 25%-Math,72%</p>	

Tanya Duncan		
Part-time / School-based	Years as Coach: 6	Years at Current School: 0
Areas	Reading/Literacy, Data, Other	
Credentials	BA - Speech Certifications - Reading K-12, English 6-12	
Performance Record	Atlantic High School: 2012-2013: Grade Pending Reading Mastery 60%, Math Mastery 76%, Science Mastery 68%, Learning Gains Reading 71%, Learning Gains Math 70%, Low 25% Reading Gains 64%, Low 25% Math Gains 71% 2011-2012: A Reading Mastery 55%, Math Mastery 59%, Science Mastery N/A, Learning Gains Reading 66%, Learning Gains Math 44%, Low 25% Reading Gains 66%, Low 25% Math Gains 58% 2010-2011: A Reading Mastery 53%, Math Mastery 72%, Science Mastery 47%, Learning Gains Reading 53%, Learning Gains Math 74%, Low 25% Reading Gains 43%, Low 25% Math Gains 71%	

Classroom Teachers

# of classroom teachers	145
# receiving effective rating or higher	145, 100%
# Highly Qualified Teachers	85%
# certified in-field	123, 85%
# ESOL endorsed	39, 27%
# reading endorsed	26, 18%
# with advanced degrees	51, 35%
# National Board Certified	5, 3%

first-year teachers

12, 8%

with 1-5 years of experience

26, 18%

with 6-14 years of experience

52, 36%

with 15 or more years of experience

55, 38%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

0, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

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

- *District New teachers Mentoring program: District Personnel
- *Regular meetings of new teachers with the Principal and/or Assistant Principal: Principal and Assistant Principal
- *Partner new teachers with veteran teachers: Assistant Principal
- *TIPS Training: District Personnel
- *Common Planning Meetings: Assistant Principal
- *AVID Training: Assistant Principal and AVID Coordinator
- *National Board certified Teachers meet with new and 2nd year teachers to mentor Teachers: Assistant Principal
- *Hire Highly Qualified teachers and paraprofessionals: Principal and Assistant Principals

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

The mentoring program consists in the participation of monthly ESP meetings that cover best practices, concerns, and procedures. Additionally, new teachers will be participating in professional

learning community meetings to analyze student data to implement best practices that address student needs. For each of the pairings below, the rationale for the pairings is based on ClinEd trained mentors working with mentees that have the same subject matter.

Mentor/ Mentee:

Dorathy Shroader/ Gina Caruso
 Lucy Moriera/ Rubria Guillen-DeSanabria
 Glenn Brown/ Cristina Bonasso
 Laura Hamilton/ Janice Labat
 Nicole Dougherty/ Stephanie Eisenberger
 Cynthia Alexandre/ Kendra Godziszweski
 Laura Hamilton/ Melini Latham
 Deborah Sunset/ Nicole Loftus
 Deborah Sunset/ James Gray
 Tracy Carruthers/ Christopher Lorenz
 Lou Lifson/ Ernst Lucien
 Myrlaine Rosefort/ Ashley Neer
 Roxan Weber/ Raegan Searing

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

Santaluces High School uses an 8-step problem-solving process for determining instruction, funding, and staffing at the core and supplemental levels. For Intensive level, the 4-step problem-solving process is utilized.

8-Step Problem-Solving (Core & Supplemental):

1. Identify a goal to achieve target
2. Brainstorm resources, barriers; prioritize barriers to overcome
3. Choose barrier to address
4. Brainstorm strategies to overcome prioritized barrier, prioritize strategies
5. Identify action step for each targeted strategy
6. Determine how strategies will be progress monitored for fidelity of who, what, when, and how the strategy will be implemented. (Are they happening as prescribed?)
7. Determine how strategies will be monitored for effectiveness (are they working?)
8. Determine how progress toward each goal will be monitored (establish timeline for using data, establish schedule for data meetings, define criteria for continuing, modifying, or terminating based on data)

4-step: (Intensive):

1. Problem Identification: what exactly is the problem? Academic or behavior?
2. Problem Analysis: Why is the problem happening? What is the function of the behavior?
3. Intervention Design and Implementation: What exactly are we going to do about it? Who is going to do the intervention/strategy? What intervention/strategy is going to be implemented? Where is the intervention/strategy going to take place? When is the intervention/strategy going to take place? Who is going to progress monitor the intervention/strategy? What does fidelity of the intervention/strategy look like? When will we review the data?
4. Response to Intervention: Is the intervention/strategy working as design? Do we need more, less, different intervention?

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

Dr. Weigel (Principal): MTSS/School-wide Data-Based Decision Making Leader

Mr. Krupa (Vice-Principal): MTSS/School-wide Data-Based Decision Making Leadership Team Member

Mr. Utterback (Night School AP) MTSS/School-wide and night school Data-Based Decision Making Leadership Team Member

Mr. Gaddy (12th Grade AP) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member

Ms. Robinson (12th Grade Guidance Counselor) MTSS/Grade Level-wide Data-Based Decision Making Team Member

Ms. Mawali (11th Grade AP) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member

Ms. Neer (11th Grade Guidance Counselor) MTSS/Grade Level-wide Data-Based Decision Making Team Member

Mr. Ramos (10th Grade AP) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member

Ms. Renda (10th Grade Guidance Counselor) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member

Mr. Montoya (9th Grade AP) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member

Ms. Fontaine (9th Grade Guidance Counselor) MTSS/Grade Level-wide Data-Based Decision Making Team Member

Ms. Hayden (Curriculum AP) MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member

Ms. Orndoff (CTE AP) MTSS/School-wide and CTE Data-Based Decision Making Leadership Team Member

Ms. Paletti (Academic Coach) MTSS/School-wide Data-Based Decision Making Leadership Team Member

Ms. Rosefort (ESOL Guidance Counselor) ESOL Data-Based Decision Making Team Member

Ms. Motter (ESE Coordinator) MTSS/School-wide and ESE Data-Based Decision Making Leadership Team Member

Ms. Lipten (ESOL Coordinator) MTSS/School-wide and ESOL Data-Based Decision Making Leadership Team Member

Dr. Lesh (Dean of SWD & SBT Leader) MTSS/School-wide and SBT Data-Based Decision Making Leadership Team Member

The responsibility of all MTSS School-wide leadership team members is to:

1. model a problem-solving process; understand the 4-step and 8-step problem-solving process
2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data
3. Determine if problems/barriers are systemic or individual based on the data
4. Schedule data days throughout the year
5. Facilitate the development of instructional schedules based upon student needs
6. Ensure professional development matches the needs of the staff based upon student data
7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support
8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians
9. Create frequent opportunities to celebrate and communicate success

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

Systems to check fidelity:

1. School-Wide Positive Behavior Support (Mr. Ramos & Dr. Lesh),
2. Learning Team Meetings with Learning Team Facilitator (Ms. Hayden). 3.
3. Grade Level Academy meetings (9th grade: Mr. Montoya & Ms. Fontaine; 10th grade: Mr. Ramos & Ms. Renda).
4. Administrator (Dr. Weigel, Mr. Krupa, Mr. Utterback, Mr. Gaddy, Ms. Mawahli, Mr. Montoya, Ms. Orndorff, Ms. Hayden) walkthroughs and evaluations (Marzano).

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

Educational Data Warehouse/Discipline Dashboard (academic, behavior, & student engagement)

Mainframe/TERMs (academic, behavior, & student engagement)

Diagnostics (academics & student engagement)

FCAT & FCAT Writes (academic & student engagement)

Engenuity/E2020 data (academic & student engagement)

SwPBS data (behavior & student engagement)

AP and Dean Behavior logs and phone call logs (behavior)

Administrator Marzano Walkthroughs (student engagement)

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

An overview on MTSS/RtI/School Based Team and problem-solving will be provided to faculty and staff during a first 9 week professional development day.

Parents/Guardians will be given an overview on MTSS/RtI/School Based Team and problem-solving during a Title 1 parent night.

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: 8,400

Algebra 1 retake summer program was established for students who were not successful during the regular school year. Students were provided with specific classroom instruction based on student weaknesses in a small class size setting.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data was collected throughout in the form of formative and informative assessments. The data from the assessments helped to drive instruction. At the end of the program, students were then test using the Algebra 1 EOC. The end results of the EOC will determine the overall effectiveness.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal and Math Coach

Strategy: Before or After School Program

Minutes added to school year: 6,480

Provide specific academic support; primarily established for ESOL students.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Results from diagnostic testing, classroom assignments and student concerns helps drive the individualized student assistance. The results of future assessments and FCAT/EOC testing will help determine the effectiveness of the program.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal and ESOL Coordinator

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Kathleen Weigel	Principal
Cara Hayden	Assistant Principal
David Montoya	Assistant Principal

Name	Title
Tracey Paletti	Academic Coach
Tanya Dincan	Graduation Coach
Tracy Paletti	Math Coach
Dana Asen	Reading Instructional Leader
Alison Moe	Media Specialist
Stacie Lipton-Block	ESOL Coordinator
Stacey Motter	ESE Coordinator
Amanda Orndorff	Assistant Principal

How the school-based LLT functions

LLT will meet to develop and implement a comprehensive reading program to address the needs of all students. They will meet two times a month to analyze data and to revise the reading plan as needed and participate in professional learning community meetings.

Major initiatives of the LLT

The major initiative will be to focus on the needs of the lowest 25%, level 1 and 2 students and seniors.

Every Teacher Contributes to Reading Instruction

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

Teachers participate and attend professional learning community (PLCs) meetings. One aspect of the PLCs is the review of best practices and implementation of reading strategies within the classroom. Furthermore District-based reading diagnostic data is reviewed to develop a school-wide secondary benchmark calendar. The secondary benchmark calendar addresses student weaknesses for specific standards. Department-based common reading assessments are used to collect data on student reading performance and address weaknesses.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 offers students elective courses in art, business, technology, music, JROTC, culinary arts, early childhood education, police academy, and visual technology. Many of these courses focus on job skills and offer students internships. Diversified Cooperative Training is also offered to the students.

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 given the ability to choose a Major Area of Interest (MAI) or Academy when they complete their course selection sheet. As they progress through high school, their courses are structured around the MAI/Academy. Students take the PSAT to ascertain their success in Advanced Placement courses. Informational sessions are held for parents and students on topics such as Advanced Placement, AICE, Dual Enrollment and college planning. Counselors conduct informal sessions relative to course selection through classroom visits. The counselors also meet with students individually to discuss and determine course selection.

Strategies for improving student readiness for the public postsecondary level

Based on the 2012-2013 High School Feedback Report, Santaluces High School students ranked below the district in the percentage of students who completed at least one AP , dual enrollment , or ACIE course. Students were behind the district and state for the areas of participation and performance in college readiness tests such as ACT and CPT. ACT/SAT/PERT Preparation Courses will be promoted throughout the school year. Various options such as on site courses designed in collaboration with PBSC, and courses through Virtual School will be pursued to provide convenient access to any interested students. Students scoring in ranges not considered college ready will be directly solicited for participation. ACT/SAT/PERT Preparation courses will also be offered on Saturday mornings during our Saturday Success Academy as well as after school.

Direct solicitation for Dual Enrollment qualified students will be aggressively pursued in the 2013-2014 school year. Special invitations for students to informational sessions, parent trainings and presentations from the College and University contacts will be utilized to cultivate in interest and participation. In addition, the AP Potential Tool by College Board for identification of prospective students will be used to target participants and communicate to their parents. Special Programs to increase participation and performance in these areas are APIP Summer Enrichment Program, Summer Bridge/Trio Program through PBSC, AP Institutes and 1 day trainings for teachers, Incoming 9th Grade Trailblazer (Pre-AP) Summer Boot Camp Program.

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	52%	43%	No	57%
American Indian				
Asian	44%	74%	Yes	50%
Black/African American	40%	29%	No	46%
Hispanic	49%	41%	No	54%
White	68%	61%	No	72%
English language learners	24%	5%	No	32%
Students with disabilities	29%	17%	No	36%
Economically disadvantaged	47%	37%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	378	20%	25%
Students scoring at or above Achievement Level 4	269	14%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	685	61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	180	64%	69%

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)	85	79%	83%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	37	42%	46%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	28	41%	45%

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.	196	38%	45%

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	402	68%	72%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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	55%	56%	Yes	60%
American Indian				
Asian				
Black/African American	50%	46%	No	55%
Hispanic	52%	60%	Yes	57%
White	65%	66%	Yes	69%
English language learners	58%	25%	No	62%
Students with disabilities	44%	35%	No	50%
Economically disadvantaged	53%	54%	Yes	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		62%
Students scoring at or above Level 7	[data excluded for privacy reasons]		34%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	628	69%	73%
Students in lowest 25% making learning gains (EOC)	107	71%	75%

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.	225	44%	50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	234	41%	45%
Students scoring at or above Achievement Level 4	71	13%	18%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	120	31%	34%
Students scoring at or above Achievement Level 4	86	23%	27%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		5%
Students scoring at or above Level 7	[data excluded for privacy reasons]		37%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	30%	35%
Students scoring at or above Achievement Level 4	84	18%	22%

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)	3		5
Participation in STEM-related experiences provided for students	20	1%	5%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	119	5%	10%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		95%	96%
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	897	41%	45%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	684	66%	70%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		95%	98%
Students taking CTE industry certification exams	163	35%	40%
Passing rate (%) for students who take CTE industry certification exams		74%	80%
CTE program concentrators	402	86%	90%
CTE teachers holding appropriate industry certifications	6	100%	100%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	20	0%	0%
Students in ninth grade with one or more absences within the first 20 days	32	6%	3%
Students in ninth grade who fail two or more courses in any subject	156	27%	23%
Students with grade point average less than 2.0	357	16%	12%
Students who fail to progress on-time to tenth grade	60	10%	6%
Students who receive two or more behavior referrals	459	21%	17%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	231	10%	7%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	59	2%	1%
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)	420	75%	79%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	50	58%	62%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	403	78%	82%

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

*Title I acknowledgement meeting will be held on a separate night from Open House. Advertisement will consist of notices home to parents, an automated call to all parents, displayed on school’s marquee and published in the school’s newsletter inviting parents to attend the acknowledgement meeting. The Policy/Plan, the school compact, and the School Improvement Plan will be discussed.

*SAC & PTA meetings will be held monthly. They will be published in the school’s newsletter and advertised on the school’s website. Implement a Parent University that consists of various parent trainings. Some of the trainings will include Edline access, comparing/contrasting standardized state & college entrance exams, graduation requirements. In addition, parent – teacher conferences will be held throughout the year.

*The School will discuss with parents the SIP. The Title I acknowledgement meeting will provide information regarding student & school requirements, standards, and assessments. Input will be provided by SAC & through Parent/Teacher conferences. The Title I Compact will be an agreement between the school, parent, and student. All unsatisfactory comments will be forwarded to the district office.

*The SAC will approve the Policy-Plan and School Compact. The SAC will discuss SIP strategies throughout the year.

*SAC will determine how parental involvement funds will be spent.

*SAC and parents will review the School Improvement Plan to provide input for family involvement strategies. Parents will be encouraged to become mentors and volunteers to support school events. Outcomes of family involvement will be evaluated and discussed during SAC meetings. Community Business Partners will support Parent University Trainings.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase in the Number of Parents attending academic based functions	1500	63%	65%

Area 10: Additional Targets

Additional targets for the school

Santaluces High School teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, but not limited to:

- *History of Holocaust
- *History of African and African Americans
- *Hispanic Contributions
- *Women's Contributions
- *Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Santaluces High School teachers will infuse content required by Florida Statute 1003.42(2) and S.B. Policy (8)(b)			100%

Goals Summary

- G1.** To increase FCAT 2.0 Reading Levels
- G2.** Increase in student participation in tutorials and accelerated support.
- G3.** To increase Algebra 1 and Geometry proficiency levels.
- G4.** Increased parental involvement and awareness of student academic needs

Goals Detail

G1. To increase FCAT 2.0 Reading Levels

Targets Supported

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

Resources Available to Support the Goal

- Professional Learning Community Meetings
- Academic Coach
- Saturday Success Tutorials
- Push-in and Pull-out Tutoring
- Guidance Counselors

Targeted Barriers to Achieving the Goal

- Students come to school with existing low reading levels and students struggle with higher order thinking questions which is a determinant in them being successful on the FCAT.
- Incoming 9th grade level 1 and 2 reading students lack of study skills

Plan to Monitor Progress Toward the Goal

To determine the effectiveness of the strategies, PLCs and PD Days will be used to analyze the student data and results from assessments. If the results are not as positive as desired, what and how was taught will be re-evaluated to ensure what is being retaught aligns to student weaknesses and FCAT specifications.

Person or Persons Responsible

Assistant Principal(s)

Target Dates or Schedule:

Formative diagnostic tests (2 per year) and common assessments that align to the district's scope and sequence.

Evidence of Completion:

Diagnostic results and common assessment data.

G2. Increase in student participation in tutorials and accelerated support.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, 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
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Bus and bus driver
- Curriculum
- Teachers availability
- Open availability for tutoring sites

Targeted Barriers to Achieving the Goal

- Students lacking transportation
- Communication between school, students, and parents/guardians

Plan to Monitor Progress Toward the Goal

Student attendance sheets and increase in common assessment scores within content groups

Person or Persons Responsible

Assistant Principal(s)

Target Dates or Schedule:

Weekly during second semester

Evidence of Completion:

Student attendance sheets

G3. To increase Algebra 1 and Geometry proficiency levels.**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Professional Learning Community Meetings
- Math Coach
- Saturday Success Tutorials
- Push-in and Pull-out Tutoring

Targeted Barriers to Achieving the Goal

- Students come to school with existing low mathematics levels and students struggle with higher order thinking questions.

Plan to Monitor Progress Toward the Goal

To determine the effectiveness of the strategies, PLCs and PD Days will be used to analyze the student data and results from assessments. If the results are not as positive as desired, what and how was taught will be re-evaluated to ensure what is being retaught aligns to student weaknesses and EOC specifications.

Person or Persons Responsible

Assistant Principal(s)

Target Dates or Schedule:

Formative diagnostic tests (2 per year) and common assessments that align to the district's scope and sequence.

Evidence of Completion:

Diagnostic results and common assessment data.

G4. Increased parental involvement and awareness of student academic needs

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- one voice
- school website
- school newspaper
- School based printers
- Guidance counselors
- ESOL Coordinator

Targeted Barriers to Achieving the Goal

- Communication barriers such as but not limited to: outdated contact information, limited computer access, and language barriers
- Yearly changes and requirements for different student graduating classes

Plan to Monitor Progress Toward the Goal

The sign-in sheet data will be used to determine participation rates. On the sign-in sheets attendees could select how they heard of event. Based on results of participation, a change in how information is given out can be updated.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule:

After each planned event

Evidence of Completion:

Parent/Guardian sign-in sheets

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase FCAT 2.0 Reading Levels

G1.B1 Students come to school with existing low reading levels and students struggle with higher order thinking questions which is a determinant in them being successful on the FCAT.

G1.B1.S1 Incorporate higher order thinking questions that will require students to use critical thinking. Use Cornell Notes, WICR and CRISS strategies in the classroom. Teachers will also meet in Professional Learning Communities (PLC) to analyze student data to determine best practices.

Action Step 1

Staff development for Common Core Standards and Models Schools Conference

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

As needed during school year

Evidence of Completion

Teacher leave forms, agendas, discussions in PLCs and PD days

Facilitator:

State Personnel

Participants:

Select teacher leaders from tested subject areas

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

Teachers will meet in PLCs and PD days to analyze student data to determine best practices and establish lesson plans that meet student needs.

Person or Persons Responsible

Assistant Principal(s)

Target Dates or Schedule

Bi-weekly in PLCs and Marzano observation timeline established by district

Evidence of Completion

Lesson plans, Marzano observations, and PLC minutes

Plan to Monitor Effectiveness of G1.B1.S1

Performances on District diagnostic testing and common assessments

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Bi-weekly in PLC meetings

Evidence of Completion

Results of common assessments, district diagnostics and PLC minutes

G1.B3 Incoming 9th grade level 1 and 2 reading students lack of study skills

G1.B3.S1 Implementation of the research-evidence based reading strategy: Study Success Skills within 9th grade reading classes

Action Step 1

Guidance counselors will meet with students to implement Study Success Skills program

Person or Persons Responsible

Guidance Counselors

Target Dates or Schedule

Weekly during 1st semester, Monthly 2nd semester

Evidence of Completion

Student attendance sheets, pre/post surveys

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Student attendance sheets and agendas/discussion items for meetings

Person or Persons Responsible

Guidance Coordinator

Target Dates or Schedule

Monthly, surveys in November/December, and end of school year

Evidence of Completion

Pre/Post surveys and ratio of retained students to passing rate of students

Plan to Monitor Effectiveness of G1.B3.S1

Pre/post surveys conducted in November and December and the ratio of retained students to student passing rate

Person or Persons Responsible

Guidance Coordinator

Target Dates or Schedule

November, December, and end of school year

Evidence of Completion

Agendas, student attendance, completed surveys and ratio of retained students to student passing rate

G2. Increase in student participation in tutorials and accelerated support.

G2.B1 Students lacking transportation

G2.B1.S1 Provide transportation during school week and on Saturday

Action Step 1

Establishing teachers and schedules for tutorials

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Second semester

Evidence of Completion

Teacher sign-in sheets

Action Step 2

Busing availability and route determination

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Second semester of school year

Evidence of Completion

Established bus routes and attendance sheets

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

Attendance sheets for tutorials

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly during second semester

Evidence of Completion

Attendance sheets and bus driver log

Plan to Monitor Effectiveness of G2.B1.S1

Increase of student in tutorials. Additionally, increase in scores on common assessments and student work within tutorials.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Data will be collected weekly during second semester

Evidence of Completion

Student attendance sheets, bus driver logs, and student data analyzed in PLCs.

G2.B3 Communication between school, students, and parents/guardians

G2.B3.S1 To increase communication create and distribute: flyers, one-voice calls, announcements, and advertisement in school newspaper.

Action Step 1

Consumable supplies and curriculum resources for tutorials

Person or Persons Responsible

Assistant Principal, Math Coach, Reading Coach

Target Dates or Schedule

Second semester of school year

Evidence of Completion

Distribution and return of supplies at the end of each tutoring session and student attendance sheets

Action Step 2

Creation of advertisements (voice, electronic, written) for dates, times and curriculum covered

Person or Persons Responsible

Assistant Principal, school newspaper editor, morning announcement teacher

Target Dates or Schedule

Second semester

Evidence of Completion

Tangible advertising items

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Assistant principal will establish meeting times and deadlines to review advertising content

Person or Persons Responsible

Assistant Principal(s)

Target Dates or Schedule

1st month of second semester

Evidence of Completion

Minutes of meetings and tangible advertising content

Plan to Monitor Effectiveness of G2.B3.S1

Student attendance sheets will be collected

Person or Persons Responsible

Assistant Principal(s)

Target Dates or Schedule

Weekly second semester

Evidence of Completion

Student attendance sheets

G3. To increase Algebra 1 and Geometry proficiency levels.

G3.B1 Students come to school with existing low mathematics levels and students struggle with higher order thinking questions.

G3.B1.S1 Incorporate higher order thinking questions that will require students to use critical thinking. Use Cornell Notes, WICR and CRISS strategies in the classroom. Teachers will also meet in Professional Learning Communities for best practices.

Action Step 1

Purchase a set of mobipads for classroom use to infuse technology in the classroom.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

First semester of school

Evidence of Completion

Lesson plans and Marzano observations

Action Step 2

Teachers will meet in PLCs and PD days to learn and implement best practices and strategies based on student data.

Person or Persons Responsible

The Assistant Principal(s) will be responsible for facilitating the meetings.

Target Dates or Schedule

PLCs will meet bi-weekly, PD trainings one a month.

Evidence of Completion

Teacher Marzano observations and discussions/student results on assessments will demonstrate implementation and success of strategy.

Facilitator:

Assistant Principal, District Personnel

Participants:

All teachers

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

Administrators will check lesson plans and conduct Marzano observations with feedback for teachers implementing agreed upon corrective strategies.

Person or Persons Responsible

Assistant Principal(s)

Target Dates or Schedule

Lesson plans will be reviewed monthly and observations will at least align with the district's minimum required amount.

Evidence of Completion

iObservation reports and lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Successful implementation will be demonstrated through an increase in assessment scores, increased teacher buy-in at PLC meetings.

Person or Persons Responsible

Teachers are responsible for collecting data. The assistant principle is responsible for helping teachers chart and analyze data.

Target Dates or Schedule

Formative and informative assessments will at least align with the district's pacing calendar.

Evidence of Completion

Student data, lesson plans and Marzano observations

G3.B1.S2 Incorporate manipulative technology in classes

Action Step 1

Train teachers directly on how to incorporate computers, mobipads, and other electronic items

Person or Persons Responsible

Assistant Principal, Math Coach, Technology Coordinator

Target Dates or Schedule

Throughout the school year on PD days and within PLCs

Evidence of Completion

Lesson Plans, PLC discussions, and Marzano observations

Facilitator:

Math Coach, Assistant Principal(s)

Participants:

All teachers

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

Marzano observations, lesson plans

Person or Persons Responsible

Assistant Principal(s)

Target Dates or Schedule

Bi-weekly through PLCs and the established Marzano observation guidelines established by the district

Evidence of Completion

iObservations, minutes from PLCs, PD attendance

Plan to Monitor Effectiveness of G3.B1.S2

Lesson plans, student common assessment scores, and Marzano observations

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Bi-weekly through PLCs and timeline established by District for Marzano observations

Evidence of Completion

Lesson plans, common assessment scores, PLC minutes, and Marzano observations

G4. Increased parental involvement and awareness of student academic needs

G4.B1 Communication barriers such as but not limited to: outdated contact information, limited computer access, and language barriers

G4.B1.S1 Utilize Edline and Parent Link(One Voice) and school marquee for frequent parent communications (multiple languages) so they can receive timely information about the Title 1 program, curriculum, assessments and proficiency levels students are expected to meet.

Action Step 1

Establish one-voice messages to go out to parents when needed. Additionally utilize district's multicultural department for translations of information that is mailed out to parents. Solicit for updated contact information at events. Use the marquee to advertise events.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Periodically throughout the school year based on the need of events

Evidence of Completion

Records of parent/guardian contact events and parent/guardian sign in sheets for events

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

Tracking of parent/guardian involvement

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

At the end of parent/guardian planned events

Evidence of Completion

Parent/Guardian sign-in sheets

Plan to Monitor Effectiveness of G4.B1.S1

Parent/Guardian sign in sheets with the goal of at least 65% participation of targeted population group.

Person or Persons Responsible

Assistant Principal, Principal

Target Dates or Schedule

Collected after each planned event

Evidence of Completion

Parent/Guardian sign-in sheets

G4.B2 Yearly changes and requirements for different student graduating classes

G4.B2.S1 Hold parent nights throughout the school year. The parent nights will help to communicate graduation requirements, accelerated courses such as AP and AICE, Academy offerings with progress updates, ESOL/ELL support, and student academic and graduation status.

Action Step 1

Parent involvement nights for: AP/AICE, Student academic and graduation requirements/status, ESOL/ELL parent nights and ESOL/ELL honor roll luncheons.

Person or Persons Responsible

Assistant Principals, ESOL Coordinator, Guidance department, Academy Department

Target Dates or Schedule

AP/AICE, Student academic/graduation: 1 per semester. ESOL/ELL parent nights: Monthly ESOL/ELL honor roll luncheons: quarterly

Evidence of Completion

Established calendars and sign-in sheets

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Review of activity calendar, agendas, and parent sign-in sheets.

Person or Persons Responsible

Assistant Principal(s), ESOL coordinator, Guidance Coordinator

Target Dates or Schedule

1 week prior to events and after events occur

Evidence of Completion

Agendas and parent sign-in sheets

Plan to Monitor Effectiveness of G4.B2.S1

Parent sign-in sheets with the goal of 65% of selected population participation

Person or Persons Responsible

Assistant Principal, Guidance Coordinator, ESOL Coordinator

Target Dates or Schedule

At the end of each event

Evidence of Completion

Agendas and parent sign-in sheets

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

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during professional learning community meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS.

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. To increase FCAT 2.0 Reading Levels

G1.B1 Students come to school with existing low reading levels and students struggle with higher order thinking questions which is a determinant in them being successful on the FCAT.

G1.B1.S1 Incorporate higher order thinking questions that will require students to use critical thinking. Use Cornell Notes, WICR and CRISS strategies in the classroom. Teachers will also meet in Professional Learning Communities (PLC) to analyze student data to determine best practices.

PD Opportunity 1

Staff development for Common Core Standards and Models Schools Conference

Facilitator

State Personnel

Participants

Select teacher leaders from tested subject areas

Target Dates or Schedule

As needed during school year

Evidence of Completion

Teacher leave forms, agendas, discussions in PLCs and PD days

G3. To increase Algebra 1 and Geometry proficiency levels.

G3.B1 Students come to school with existing low mathematics levels and students struggle with higher order thinking questions.

G3.B1.S1 Incorporate higher order thinking questions that will require students to use critical thinking. Use Cornell Notes, WICR and CRISS strategies in the classroom. Teachers will also meet in Professional Learning Communities for best practices.

PD Opportunity 1

Teachers will meet in PLCs and PD days to learn and implement best practices and strategies based on student data.

Facilitator

Assistant Principal, District Personnel

Participants

All teachers

Target Dates or Schedule

PLCs will meet bi-weekly, PD trainings one a month.

Evidence of Completion

Teacher Marzano observations and discussions/student results on assessments will demonstrate implementation and success of strategy.

G3.B1.S2 Incorporate manipulative technology in classes

PD Opportunity 1

Train teachers directly on how to incorporate computers, mobipads, and other electronic items

Facilitator

Math Coach, Assistant Principal(s)

Participants

All teachers

Target Dates or Schedule

Throughout the school year on PD days and within PLCs

Evidence of Completion

Lesson Plans, PLC discussions, and Marzano observations

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase FCAT 2.0 Reading Levels	\$4,551
G2.	Increase in student participation in tutorials and accelerated support.	\$45,499
G3.	To increase Algebra 1 and Geometry proficiency levels.	\$19,000
G4.	Increased parental involvement and awareness of student academic needs	\$5,486
Total		\$74,536

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Professional Development	Other	Total
Title 1	\$43,499	\$20,500	\$4,551	\$5,986	\$74,536
Total	\$43,499	\$20,500	\$4,551	\$5,986	\$74,536

Budget Details

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

G1. To increase FCAT 2.0 Reading Levels

G1.B1 Students come to school with existing low reading levels and students struggle with higher order thinking questions which is a determinant in them being successful on the FCAT.

G1.B1.S1 Incorporate higher order thinking questions that will require students to use critical thinking. Use Cornell Notes, WICR and CRISS strategies in the classroom. Teachers will also meet in Professional Learning Communities (PLC) to analyze student data to determine best practices.

Action Step 1

Staff development for Common Core Standards and Models Schools Conference

Resource Type

Professional Development

Resource

Registration fees, travel fees, and consumable supplies for trainings

Funding Source

Title 1

Amount Needed

\$4,551

G2. Increase in student participation in tutorials and accelerated support.

G2.B1 Students lacking transportation

G2.B1.S1 Provide transportation during school week and on Saturday

Action Step 1

Establishing teachers and schedules for tutorials

Resource Type

Evidence-Based Program

Resource

Postage

Funding Source

Title 1

Amount Needed

\$39,999

Action Step 2

Busing availability and route determination

Resource Type

Other

Resource

Teacher tutoring salaries, supplies

Funding Source

Title 1

Amount Needed

\$500

G2.B3 Communication between school, students, and parents/guardians

G2.B3.S1 To increase communication create and distribute: flyers, one-voice calls, announcements, and advertisement in school newspaper.

Action Step 1

Consumable supplies and curriculum resources for tutorials

Resource Type

Evidence-Based Program

Resource

Mobi-Interwrite pads

Funding Source

Title 1

Amount Needed

\$3,500

Action Step 2

Creation of advertisements (voice, electronic, written) for dates, times and curriculum covered

Resource Type

Evidence-Based Materials

Resource

Paper/ink, chart paper, highlighters, pens, markers, pencils, paper

Funding Source

Title 1

Amount Needed

\$1,500

G3. To increase Algebra 1 and Geometry proficiency levels.

G3.B1 Students come to school with existing low mathematics levels and students struggle with higher order thinking questions.

G3.B1.S1 Incorporate higher order thinking questions that will require students to use critical thinking. Use Cornell Notes, WICR and CRISS strategies in the classroom. Teachers will also meet in Professional Learning Communities for best practices.

Action Step 1

Purchase a set of mobipads for classroom use to infuse technology in the classroom.

Resource Type

Evidence-Based Materials

Resource

Mobi-Interwrite pads

Funding Source

Title 1

Amount Needed

\$19,000

G4. Increased parental involvement and awareness of student academic needs

G4.B1 Communication barriers such as but not limited to: outdated contact information, limited computer access, and language barriers

G4.B1.S1 Utilize Edline and Parent Link(One Voice) and school marquee for frequent parent communications (multiple languages) so they can receive timely information about the Title 1 program, curriculum, assessments and proficiency levels students are expected to meet.

Action Step 1

Establish one-voice messages to go out to parents when needed. Additionally utilize district's multicultural department for translations of information that is mailed out to parents. Solicit for updated contact information at events. Use the marquee to advertise events.

Resource Type

Other

Resource

Supplies for parent communications (paper, ink, envelopes, food)

Funding Source

Title 1

Amount Needed

\$5,486