2013-2014 SCHOOL IMPROVEMENT PLAN

Cedar Key High School
951 WHIDDON AVE
Cedar Key, FL 32625
352-543-5223
http://www.levy.k12.fl.us/schools/cks/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	Yes	41%

Alternative/ESE Center	Charter School	Minority Rate
No	No	11%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	A	B	C	A

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
Cedar Key High School

Principal
Darby Allen

School Advisory Council chair
B.J. Arrington/ Lenita Cato

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

Name	Title
Darby Allen	Principal
Brad Penney	Administrative Assistant
Jennie Lynn Hudson Lane	Guidance Counselor
Linda Campbell	Reading Coach

District-Level Information

District
Levy

Superintendent
Mr. Robert O Hastings

Date of school board approval of SIP
10/08/2013

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

B.J. Arrington, Chair, Teacher
Lenita Cato, Co-Chair, Teacher
Darby Allen, Principal
Kathy McCain, Teacher
Linda Campbell, Teacher and Reading Coach
Penney Bailey, Teacher
Lisa Smith SRP
Crystal Sharp SRP
Amy Bletcher, Parent
Anj Richburg, Parent
Wendy Rains, Parent
Terry Doty, Parent
Marissa Dehaven, Parent

Sue Colson, Community Member
David Tomlin, Community Member
Hannah Stalworth, Student
Jacob Bishop, Student
Laia Gore, Student

Involvement of the SAC in the development of the SIP

SAC members were invited and participated in goal setting and deciding on strategies to meet expected improvements. The SAC reviewed the completed plan.

Activities of the SAC for the upcoming school year

SAC members will be involved in improving communication with parents and offer input at all SAC meetings. The SAC members will join teachers in learning about the Core Curriculum and new school programs. The SAC will review and discuss the school budget and participate in decision making regarding budget items. Members will represent the school in a Community Mental Health Initiative. The SAC will also sponsor a Career Day and work to keep parents and students informed about important college and career planning opportunities.

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

N/A

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

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

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

Administrators

# of administrators
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Darby Allen		
Principal	Years as Administrator: 8	Years at Current School: 1
Credentials	Master's Degree Ed Leadership; Bachelor's degree in elementary education; current certification areas: elem ed. 1-6, middle grades math 5-9, ed. Leadership- all levels	
Performance Record	Administrator 8 yrs. Including this one, 1st year at CKS, and 17 yrs. In education. CKS 2013-14 (Principal) CMS 2012-13 (Principal) – B school CMS 2011-2012 (Principal) CMS 2010-2011 (Principal) – maintained "A" school status; AYP-74% CMS 2009-2010 (Principal) – maintained "A" school status; improved AYP from 87% to 90%. CMS 2008-2009 (Assistant Principal) – maintained "A" school status; improved AYP from 77% to 87%. BES 2007-2008 (assistant principal) – improved from C School to A School; AYP = 97%. BES 2006-2007 (assistant principal) – C School; AYP = 95%	

Instructional Coaches

# of instructional coaches
2

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Linda Campbell		
Part-time / District-based	Years as Coach: 3	Years at Current School: 32
Areas	Reading/Literacy	
Credentials	Bachelors Elementary Education Masters Early Childhood and Elementary Education Specialist Elementary Education Certification Early Childhood Elementary ESOL Reading Endorsement	
Performance Record	2013 Lowest Quartile Reading gains of 81% 2012 Lowest Quartile Reading gains of 73% 2011 Lowest Quartile Reading gains of 50% 2010 Lowest Quartile Reading gains of 59%	

Carrie Tomlin		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1

Areas	RtI/MTSS
Credentials	Bachelors Degree in Psychology Masters Degree in Early Childhood/Special Ed B-6 Certifications in: Visually Impaired, Special Ed K-12, Elementary Ed K-6

Performance Record

Classroom Teachers

# of classroom teachers
17

 # receiving effective rating or higher
17, 100%

 # Highly Qualified Teachers
94%

 # certified in-field
17, 100%

 # ESOL endorsed
8, 47%

 # reading endorsed
4, 24%

 # with advanced degrees
2, 12%

 # National Board Certified
1, 6%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
4, 24%

 # with 6-14 years of experience
4, 24%

 # with 15 or more years of experience
9, 53%

Education Paraprofessionals

# of paraprofessionals
7

Highly Qualified

7, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

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

The principal is responsible.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers to the district and/or the profession are provided an experienced mentor to help guide them through the school year. Teachers serving as mentors must complete a 2 day Clinical Education class. Our district has a mentoring program/calendar that is provided to the mentor and the mentee that provides a detailed description of mentoring activities throughout the school year. It includes observations/feedback, assistance in writing individualized professional development plans, grading discussions, goal setting, professional development opportunities, setting grading scales, etc. In addition, it provides the new teacher with a "go to" person for all the teaching expectations encountered during the year. The two teacher meet weekly throughout the year. The mentor reports to the principal as needed on the progress of the new teacher. At the conclusion of the year, the mentor works with the principal to ensure that the new teacher met the required competencies.
Janeice Smith Grade 5 Teacher mentoring Jessica Sloan Grade 4 Teacher
Ms Smith is experienced in elementary education and a member of the Literacy/Leadership team.
Linda Campbell Reading Coach mentoring Carrie Tomlin RtI Coach
Ms. Campbell formerly served as RtI Coach, has elementary experience (41 years)and is a member of the Literacy/Leadership Team.

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/RtI Leadership team reviews data and helps set goals in Reading, Writing, Math and Science in the School Improvement Plan. The team looks closely at data to determine why a student is not meeting expected goals. It examines the CORE program to determine its effectiveness and if changes need to occur. The team helps design specific strategies to be included in the SIP for interventions to improve the performance of students who scored Levels 1 or 2 on FCAT, or do not show probability of

success on FAIR, or learning gains on Interim Assessments. Researched -based interventions are assigned to students when gaps in learning, as compared to the peer group, are identified.

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

The Principal helps set goals and meets with teachers to plan strategies to meet the goals recorded in the SIP. She reviews student data, monitors curriculum and observes teachers. The principal helps in the RtI decision making and oversees the review of progress in meeting school goals through data chats twice a month and the Differentiated Accountability Report and the Mid-Year Narrative. The Guidance Counselor provides testing schedules and monitors the FCAT and Interim Assessments. She reviews data and schedules intervention courses in reading and math, assigning students based on data. The RtI teacher coordinates the RtI problem solving team, working with teachers to identify students with gaps in learning and to decide on interventions. She monitors and documents the progress of Tier 2 and 3 students. The Reading Coach monitors data and participates in the decision making progress and the need for interventions in Reading. She provides curricular support to teachers and with the principal plans for professional development. She models best practices and assists in the analysis of data and tracking student progress. The ESE teacher provides support to the classroom teacher in providing interventions and continues Tier 3 interventions. The classroom teachers monitor student progress and present concerns to the team. Together all team members work closely to monitor student learning and to provide support to students who do not show mastery of skills.

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

The leadership team meet once a month to discuss student performance. Each member reports on their review of data. The principal monitors classroom curriculum and Tier 1 support through Walk-Throughs and other observations. The RtI teacher oversees progress monitoring of Tier 2 and 3 interventions. The classroom teachers monitor skills through Continuous Improvement Model. The teachers administer CIM or classroom checks, reteaches for mastery before repeating the CIM check. This progress is recorded and reviewed by the principal and team members at data chat meetings twice a month. Interim exams are given 2-3 times a year. If a gap in learning is noted between a student and his peers, the teacher brings this to the attention of thr RtI Problem Solving Team. The RtI teacher oversees the review of data and design and plan for interventions. The team meets again after six weeks of intervention to review data and determine if and interventions are continued, changed or intensified. If the gap no longer exists the team will suspend the intervention..

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

Classroom teachers monitor student performance in the Core. Tier 1 data meetings are held every two weeks to discuss student learning needs. Performance data are reviewed. These include CIM checks, FAIR, and Interim Assessments, Write Scores and classroom performance grades. Data reports are sent to the principal after data meetings. Those students in RtI Tier 2 are monitored every 10 days. Those in Tier 3 are monitored every 5 days. Progress charts, interim assessments, behavior plan results and classroom grades are recorded and graphed. The RtI team meets once a month or sooner to monitor the RtI process.

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

MTSS/RtI in-service will be provided in September to supply new teachers information and veteran teachers a review of the RtI process. Parents will receive information on the RtI system at the Annual

Title Meeting and will be invited to the problem solving team meetings when discussing child is discussed. The RtI teacher will attend district meetings and update school faculty on all RtI information throughout the year.

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: 3,360

CKS utilizes an after school tutoring program where we target students who are not proficient on state and/or local assessments. Individual teachers tutor students after school or before school in their individual areas of deficiency. Students are invited to attend based on need; however, students are not turned down if space is available.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students and their data are tracked when they enter the tutoring program and then continue to be tracked through the program's duration. Local assessments are used to determine effectiveness, but state assessments are used at the end of the year as a summative assessment.

Who is responsible for monitoring implementation of this strategy?

The Principal, Reading Coach, and tutors (teachers) are responsible for monitoring the implementation of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Darby Allen	Principal
Brad Penney	Administrative Assistant
Linda Campbell	Reading Coach
Jennie Lynn Hudson-Lane	Guidance Counselor
Kim Bishop	math teacher
Cheryl Allen	reading/language arts teacher
Janeice Smith	5th grade teacher
Carrie Tomlin	RtI teacher
Lauren Adams	reading/language arts teacher

How the school-based LLT functions

The school-based LLT meets at least monthly, but often more frequently if needed. This team "leads" the school through all major initiatives and serves as a reference to all faculty/staff. Individual roles are defined depending on the project/initiative being approached. The Principal leads the team as a whole.

Major initiatives of the LLT

The major initiative of the LLT will be to implement the Common Core standards throughout the school using the state's model of full implementation to blended implementation as a guide. Great emphasis will be placed on amount of high level, complex text the students read and interact with, as well as writing in all content areas for multiple purposes.

Every Teacher Contributes to Reading Instruction

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

All teachers are involved in the goal setting and strategy planning of the Reading portion of the SIP. Teachers will review beginning reading data and set personal goals in their professional development plans. Reading teachers will follow district reading maps. Complex text will be presented. K-3 teachers will implement the Horizons Phonics program. Differentiation will take place all grade levels. Teachers will use rigor in questioning posting essential questions and teaching exemplar lessons or CIS lessons at least twice per month. Writing and reading activities will refer to text. Informational text will be presented with activities that promote comparison of pieces of reading and synthesis of information. Vocabulary building will be a daily strategy and taught across the curriculum and interactive word walls will be posted in all rooms. Graphic organizers will built into lesson planning. Social Studies teachers will use Document Based Questioning. All teachers K-12 will be involved in the review of reading data and planning writing related to reading.

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

There are no day cares in the community. Flyers advertising Pre K and K enrollment are posted at school and in the community. Spring visits with Kindergarten teacher and visits to classroom are scheduled annually.
Parents are provided an Orientation to Kindergarten prior to the school year. Pre-K enrollment dates are also advertised in the local newspapers.

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 incorporates business, agriculture, journalism, wheel (middle school), computer skills (elementary) and AVID elective courses to allow for integration of subjects so that students see the relationships between subjects and the relevance for their future. In the above mentioned classes, students are using reading strategies, writing strategies, and often math strategies within another context. In addition, every teacher at CKS is a literacy teacher regardless of their content. Students are

taught reading and writing strategies thoughout all subject areas. In addition, students enrolled in business classes work toward certification in various areas such as Microsoft Office.

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

The school's guidance counselor meets with grade level groups of students to review graduation, scholarship, and college entrance requirements. She then meets with students individually to give additional advice on course selections based on the needs/desires of the individual student.

Strategies for improving student readiness for the public postsecondary level

During the 2013-14 school year, CKS is implementing the AVID elective. This course will help all enrolled students be more prepared for post-secondary education. AVID will also help to develop a school wide "college going culture." In addition, we continue to offer the courses to allow high school students to receive industry certification in the business field. We will continue to test students' readiness level and problem solve to help students better prepare post-secondary readiness. Those who are not "college ready" as indicated by the PERT or FCAT or EOCs, are provided additional support through courses called Math for College Readiness and English IV: College Prep. Reading skills are supported through Intensive Reading as well.

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	68%	60%	No	71%
American Indian				
Asian				
Black/African American				
Hispanic				
White	70%	61%	No	73%
English language learners				
Students with disabilities	58%	22%	No	63%
Economically disadvantaged	66%	57%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	26%	36%
Students scoring at or above Achievement Level 4	49	36%	46%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	102	75%	85%
Students in lowest 25% making learning gains (FCAT 2.0)	28	81%	91%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

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.		55%	65%

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	23	52%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%		No	62%
American Indian				
Asian				
Black/African American				
Hispanic				
White	59%		No	63%
English language learners				
Students with disabilities	58%	22%	No	63%
Economically disadvantaged	54%	49%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	34%	44%
Students scoring at or above Achievement Level 4	15	15%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	86	84%	94%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	92%	100%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	*[data excluded for privacy reasons]*		
Middle school performance on high school EOC and industry certifications		100%	100%

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	58%	54%	No	62%
American Indian				
Asian				
Black/African American				
Hispanic				
White	59%	56%	No	63%
English language learners				
Students with disabilities	58%	22%	No	63%
Economically disadvantaged	54%	49%	No	59%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	30	91%	100%
Students in lowest 25% making learning gains (EOC)	[data excluded for privacy reasons]		100%

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.		45%	55%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	60%	70%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		40%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		55%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		36%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		48%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		43%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		60%

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)	102		110
Participation in STEM-related experiences provided for students	105	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	20	29%	39%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	4	6%	7%
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	30	50%	63%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	10	33%	50%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	3	5%	10%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators	17	26%	36%
CTE teachers holding appropriate industry certifications	2	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	29	21%	0%
Students retained, pursuant to s. 1008.25, F.S.	4	3%	0%
Students who are not proficient in reading by third grade	11	48%	28%
Students who receive two or more behavior referrals	18	13%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	4	9%	0%
Students who fail a mathematics course	1	2%	0%
Students who fail an English Language Arts course	1	2%	0%
Students who fail two or more courses in any subject	1	2%	0%
Students who receive two or more behavior referrals	12	27%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	6	13%	0%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	5	8%	0%
Students in ninth grade with one or more absences within the first 20 days	2	13%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	4	7%	0%
Students who fail to progress on-time to tenth grade	2	11%	0%
Students who receive two or more behavior referrals	12	20%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	7	12%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	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)	11	65%	75%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			100%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

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

Our Parental Involvement Plan (PIP) is uploaded on the state website.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
75% of parents will use SKYWARD to access student academic information.	91	53%	75%
75% of parents will be informed about NGSSS and Common Core Standards.	86	43%	75%
75% of parents will learn how to work with their child at home.	86	45%	75%

Goals Summary

G1. The percentage of students scoring proficient on science FCAT (5th/8th) and Biology EOC will increase by ten percentage points.

G2. 45% of students will score a level 3 on 2014 FCAT Math or EOC and 40% of students will score a level 4 on 2014 FCAT Math or EOC.

G3. 36% of students will score a level 3 on 2014 Reading FCAT and 46% of students will score a level 4 or above on 2014 Reading FCAT

G4. Students will improve writing skills. 62% of students taking FCAT Writing will score a 3.5 or above.

Goals Detail

G1. The percentage of students scoring proficient on science FCAT (5th/8th) and Biology EOC will increase by ten percentage points.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- SUMS science, National Geographic Science, District Science Curriculum maps (5th, 8th, Biology), Item specifications, Pearson Comprehensive Science III, Pearson Biology

Targeted Barriers to Achieving the Goal

- text complexity

Plan to Monitor Progress Toward the Goal

Monitor LIAs and FCAT/EOC scores.

Person or Persons Responsible
classroom teachers, principal

Target Dates or Schedule:
LIAs - 3 times per year; FCAT/EOC - end of year

Evidence of Completion:
LIA scores, FCAT/EOC scores

G2. 45% of students will score a level 3 on 2014 FCAT Math or EOC and 40% of students will score a level 4 on 2014 FCAT Math or EOC.

Targets Supported
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Blended curriculum maps (grades 3-8 plus Algebra I and Geometry I) Elementary math training (Dr. Gross - summer 2013) RtI teacher elementary intervention time built into teacher schedule

Targeted Barriers to Achieving the Goal
- students need more time to recieve help and practice on math concepts taught in core classes, lack of rigor in math curriculum

Plan to Monitor Progress Toward the Goal

classroom tests and LIAs will be given

Person or Persons Responsible
Principal, teachers, testing coordinator

Target Dates or Schedule:
3 times per year - LIAs, classroom tests after units

Evidence of Completion:
test data, LIA data, meeting agendas/minutes

G3. 36% of students will score a level 3 on 2014 Reading FCAT and 46% of students will score a level 4 or above on 2014 Reading FCAT

Targets Supported
- Reading (FCAT2.0)

Resources Available to Support the Goal
- IMPLEMENTATION OF STRONG READING STRATEGIES 1.Reading strategies will be taught across the curriculum using blended maps with an emphasis on vocabulary. 2.Blended Curriculum Maps 3-12 3.Complex text with higher level questioning will be presented across the curriculum. 4.Writing in response to text will be implemented in all classes. 5. School-wide writing plan developed. 6. Intense interventions in phonics and comprehension will be provided by intervention teachers.

Targeted Barriers to Achieving the Goal
- Lack of rigor in reading curriculum.

Plan to Monitor Progress Toward the Goal

Monitoring of the following data: LIA, FAIR, and CIM assessments. Students will respond to complex text using inferencing and synthesis in response to rigorous questioning.

Person or Persons Responsible
Teachers will Progress Monitor using CIMs and curricular assessments. The Lead Team will monitor assessment data.

Target Dates or Schedule:
LIA assessments 3X per year FAIR assessments 3X per year. Assess and analyze data: CIM checks at end of each Map Area including Literature, Informational Skills, Relationships, and Synthesizing. Mid-Year Differentiated Report

Evidence of Completion:
LIA demonstration of mastery. FCAT 2014 performance.

G4. Students will improve writing skills. 62% of students taking FCAT Writing will score a 3.5 or above.

Targets Supported
- Reading (FCAT2.0)
- Writing

Resources Available to Support the Goal
- Grade level writing maps School-wide scope and sequence

Targeted Barriers to Achieving the Goal
- Lack of a writing curriculum that provides K-12 scope and sequence. There is limited or no writing across the curriculum.

Plan to Monitor Progress Toward the Goal

Students will write in response to prompts; their responses will be scored according to a rubric. Teachers and principal will analyze the data to determine effectiveness of strategies.

Person or Persons Responsible
Teachers & Principal

Target Dates or Schedule:
3x per year

Evidence of Completion:
Performance on Write Score will show increased % of students scoring 3.5.

Action Plan for Improvement

Problem Solving Key

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

G1. The percentage of students scoring proficient on science FCAT (5th/8th) and Biology EOC will increase by ten percentage points.

G1.B1 text complexity

G1.B1.S2 Implement AVID/Common Core comprehension and organization strategies in 5th and 8th grade science as well as Biology I.

Action Step 1

Teachers will implement AVID/Common Core strategies into their daily lesson plans.

Person or Persons Responsible

classroom teachers; reading coach and principal

Target Dates or Schedule

daily

Evidence of Completion

lesson plans, CWT data

Facilitator:

AVID Site Team Members & Common Core Team Members

Participants:

all faculty

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

Principal and teachers will monitor notebooks by evaluating them at least every two weeks.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

once every two weeks

Evidence of Completion

gradebook (Skyward)

Plan to Monitor Effectiveness of G1.B1.S2

Principal and teachers will monitor science grades and test scores.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

daily

Evidence of Completion

grades, test scores, FCAT & EOC scores

G2. 45% of students will score a level 3 on 2014 FCAT Math or EOC and 40% of students will score a level 4 on 2014 FCAT Math or EOC.

G2.B1 students need more time to recieve help and practice on math concepts taught in core classes, lack of rigor in math curriculum

G2.B1.S1 Implement Intensive math courses for middle/high school students. Schedule intervention time for elementary teachers. Ensure that SWD are scheduled appropriately.

Action Step 1

Ensure students are scheduled into intensive math courses if needed (middle/high). Ensure elementary teachers have scheduled time for interventions.

Person or Persons Responsible

Principal/Guidance Counselor

Target Dates or Schedule

pre-planning and throughout the year as the need arises

Evidence of Completion

master schedule, student data indicating the need for additional help

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

monitor elementary intervention data (plans, logs) and monitor middle/high school plans for intervention classes

Person or Persons Responsible

teachers/principal

Target Dates or Schedule

ongoing - evaluate every 4-5 weeks

Evidence of Completion

lesson plans, intervention logs

Plan to Monitor Effectiveness of G2.B1.S1

Monitor students' scores on local assessments in cluster meetings and/or data meetings. Monitor students' scores on state assessments.

Person or Persons Responsible

Principal/Guidance/math teachers

Target Dates or Schedule

every 4-5 weeks; end of the year

Evidence of Completion

minutes from meetings, student data

G2.B1.S2 Implement tutoring program to allow students at all levels to receive the help they need in math. SWD will be included in the tutoring program.

Action Step 1

Identify students needing extra help, schedule tutoring, assign tutors, tutor

Person or Persons Responsible

teachers, principal

Target Dates or Schedule

September

Evidence of Completion

tutoring information sheet/invitation, tutoring schedule, list of students in need, tutoring logs, time cards (teachers)

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

monitor tutoring logs, schedule, and list of students

Person or Persons Responsible

teachers, principal

Target Dates or Schedule

every 2-3 weeks in cluster meetings

Evidence of Completion

meeting notes, tutoring logs, schedule

Plan to Monitor Effectiveness of G2.B1.S2

monitor students' grades, LIA and FCAT/EOC scores

Person or Persons Responsible

teachers, principal

Target Dates or Schedule

after major tests, LIAs: 3 times per year, FCAT/EOC - end of year

Evidence of Completion

test scores, LIA scores, FCAT/EOC scores

G3. 36% of students will score a level 3 on 2014 Reading FCAT and 46% of students will score a level 4 or above on 2014 Reading FCAT

G3.B1 Lack of rigor in reading curriculum.

G3.B1.S1 Teachers will use Blended Maps in Language Arts 3-10 including curriculum rich in complex text and explicit instruction of skills.

Action Step 1

Complex text resources will be assembled by teachers. Teachers will plan using blended map. Plans will include the explicit teaching of a reading skill and the use of a complex text. Plans will be reviewed monthly by the principal. Observations or Walk-Throughs will occur approximately 2x per month

Person or Persons Responsible

Teachers will follow blended maps using complex text and explicit instruction of skills. Reading Coach and Principal will ensure professional development takes place.

Target Dates or Schedule

Throughout the 2013-14 school year.

Evidence of Completion

Walk Through data Lesson Plans FCAT 2014 Reading data

Facilitator:

Darby Allen

Participants:

all faculty (evaluation/CWT training)

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

Plans will be reviewed monthly by the principal. Observations will occur approximately 2x per month. Teachers will follow blended maps using complex text and explicit instruction of skills.

Person or Persons Responsible

Principal will monitor plans and observe lessons 2x per month.

Target Dates or Schedule

2x per month

Evidence of Completion

Walk Through data Lesson Plans FCAT 2014 Reading data

Plan to Monitor Effectiveness of G3.B1.S1

Teacher will monitor response to complex text and their use of reading strategies taught. Principal will monitor lesson plans and observe classrooms.

Person or Persons Responsible

Principal

Target Dates or Schedule

Daily using formative assessments. Using CIM checks at end of each Language Arts Map Section. Principal will observe 2x per month. Sample lesson plans will be collected at least once per month.

Evidence of Completion

Students will demonstrate mastery of skills and ability to respond to text by performing satisfactorily on formative assessments and CIM checks.

G3.B1.S5 Teachers will use essential and higher order questioning to enhance deeper meaning of text.

Action Step 1

Daily lessons will begin with an essential question. Teachers will incorporate questions in lesson planning. Teachers will elicit responses to text using higher order questions related to the text.

Person or Persons Responsible

Teachers will plan lessons around higher order questioning.

Target Dates or Schedule

Daily

Evidence of Completion

Students will practice responding to text through inferencing and using text-based evidence.

Plan to Monitor Fidelity of Implementation of G3.B1.S5

Lesson plans will be reviewed. Principal will observe evidence of students responding to higher order questioning demonstrating inferencing and synthesis of information through CWT's.

Person or Persons Responsible

The teacher will plan incorporating higher level questions related to complex text. These weekly plans will be reviewed by the principal.

Target Dates or Schedule

Plans will be reviewed weekly. Principal will observe 2x per month during Walk-Throughs or planned observations.

Evidence of Completion

Students will show mastery of skills including inferencing and synthesis on CIM checks, curriculum assessments and LIAs. 2014 FCAT Reading will meet the goal.

Plan to Monitor Effectiveness of G3.B1.S5

Students will show ability to respond to higher order /FCAT type questions.

Person or Persons Responsible

Teachers will monitor effectiveness of strategy to see if higher order questions are leading students to deeper meaning of text.

Target Dates or Schedule

Daily formative assessments and CIM checks according to Reading Map schedule. LIAs 3x per year.

Evidence of Completion

Increase in reading achievement on LIA scores. Increase in scores of 3 or above on 2014 FCAT Reading.

G4. Students will improve writing skills. 62% of students taking FCAT Writing will score a 3.5 or above.

G4.B1 Lack of a writing curriculum that provides K-12 scope and sequence. There is limited or no writing across the curriculum.

G4.B1.S1 K-5 teachers will use writing maps and school-wide scope and sequence created to parallel NGSSS and Common Core. 6-12 teachers will integrate planned writing across the curriculum.

Action Step 1

Writing plans using Writing Maps and recently designed school-wide scope and sequence will be implemented across all content areas to ensure students are writing in all courses.

Person or Persons Responsible

Teachers, Reading Coach, and Principal

Target Dates or Schedule

daily

Evidence of Completion

daily writing samples; lesson plans

Facilitator:

Middle and High School Reading Teachers Reading Coach

Participants:

All teachers

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

Teaching of writing K-5 following scope and Sequence Writing in all curricular areas

Person or Persons Responsible

Principal

Target Dates or Schedule

Walk Throughs

Evidence of Completion

Lesson Plans: Lessons

Plan to Monitor Effectiveness of G4.B1.S1

Writing Samples/Portfolios

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in writing scores; increase in students scoring 3.5 or above

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

A Title budget has been established based on an annual data-based School Needs Assessment. Services are provided for students needing additional interventions through pull out and push in programs provided by a Title aide, RtI teacher, Reading Coach, and Reading Teachers. Migrant services are administered by a Migrant Aide and Migrant Tutor provided by Alachua County. Students receive services during and after school. Title funds are used to purchase technology equipment to support classroom instruction. Funds are also used to provide professional development for principal and teachers. Services are provided by the District and ESOL teachers to support English Language Learners in the classroom setting as needed. No ESOL students are currently enrolled. Ant-Bullying and a Cyber Stalking Program are provided by the State Attorney's Office and local police department. A School Homeless Liaison reports to the District Liaison regarding homeless students. Assistance is provided as needed. Elementary students are provided nutritional instruction by the physical education teacher and classroom teachers with the support of IFAS through the University of Florida. Middle School students receive instruction through the Middle School Wheel Class. Agricultural and business industry certification, including Ready to Work Certification are offered through the High School Business Program. The Business Cooperative Education Program allows students to earn credits while being employed at a local business. After-School Tutoring programs are offered using Title funds. Students scoring 1 or 2 on FCAT or demonstrating at-risk performance in reading or math are eligible.

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. The percentage of students scoring proficient on science FCAT (5th/8th) and Biology EOC will increase by ten percentage points.

G1.B1 text complexity

G1.B1.S2 Implement AVID/Common Core comprehension and organization strategies in 5th and 8th grade science as well as Biology I.

PD Opportunity 1

Teachers will implement AVID/Common Core strategies into their daily lesson plans.

Facilitator

AVID Site Team Members & Common Core Team Members

Participants

all faculty

Target Dates or Schedule

daily

Evidence of Completion

lesson plans, CWT data

G3. 36% of students will score a level 3 on 2014 Reading FCAT and 46% of students will score a level 4 or above on 2014 Reading FCAT

G3.B1 Lack of rigor in reading curriculum.

G3.B1.S1 Teachers will use Blended Maps in Language Arts 3-10 including curriculum rich in complex text and explicit instruction of skills.

PD Opportunity 1

Complex text resources will be assembled by teachers. Teachers will plan using blended map. Plans will include the explicit teaching of a reading skill and the use of a complex text. Plans will be reviewed monthly by the principal. Observations or Walk-Throughs will occur approximately 2x per month

Facilitator

Darby Allen

Participants

all faculty (evaluation/CWT training)

Target Dates or Schedule

Throughout the 2013-14 school year.

Evidence of Completion

Walk Through data Lesson Plans FCAT 2014 Reading data

G4. Students will improve writing skills. 62% of students taking FCAT Writing will score a 3.5 or above.

G4.B1 Lack of a writing curriculum that provides K-12 scope and sequence. There is limited or no writing across the curriculum.

G4.B1.S1 K-5 teachers will use writing maps and school-wide scope and sequence created to parallel NGSSS and Common Core. 6-12 teachers will integrate planned writing across the curriculum.

PD Opportunity 1

Writing plans using Writing Maps and recently designed school-wide scope and sequence will be implemented across all content areas to ensure students are writing in all courses.

Facilitator

Middle and High School Reading Teachers Reading Coach

Participants

All teachers

Target Dates or Schedule

daily

Evidence of Completion

daily writing samples; lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	45% of students will score a level 3 on 2014 FCAT Math or EOC and 40% of students will score a level 4 on 2014 FCAT Math or EOC.	$5,000
	Total	$5,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title I	$5,000	$5,000
Total	$5,000	$5,000

Budget Details

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

G2. 45% of students will score a level 3 on 2014 FCAT Math or EOC and 40% of students will score a level 4 on 2014 FCAT Math or EOC.

G2.B1 students need more time to recieve help and practice on math concepts taught in core classes, lack of rigor in math curriculum

G2.B1.S2 Implement tutoring program to allow students at all levels to receive the help they need in math. SWD will be included in the tutoring program.

Action Step 1

Identify students needing extra help, schedule tutoring, assign tutors, tutor

Resource Type

Personnel

Resource

personnel to provide tutoring

Funding Source

Title I

Amount Needed

$5,000