
2013-2014 SCHOOL IMPROVEMENT PLAN

Levy Learning Academy
320 MONGO ST
Bronson, FL 32621
352-486-5388

School Demographics

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

School Grades History

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

Levy Learning Academy

Principal

Dennis Webber

School Advisory Council chair

Kathy Walker

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

Name	Title
Garry Harris	Teacher, Science
Gregory Brochetti	Teacher, English/ PE/ ESOL
Kathleen O'Brien	Teacher, ESE/ PE/ Health
John Joyner II	Teacher, Math/ Social Studies
Sandra Foster	Teacher, Art/ ESE-EH/ Elem Ed/ Math/ ESOL
Robert Lowyns	Administrative Assistant, Teacher, Reading Endorsement
Chelsea Greek	Guidance Counselor
Dennis Webber	Principal
Kathy Walker	Data Entry
Tonya Godkin	Personal Secretary
Karen Cox	Paraprofessional
Patrick Miller	Temporarily Long Term Sub, will change to Paraprofessional

District-Level Information

District

Levy

Superintendent

Mr. Robert O Hastings

Date of school board approval of SIP

10/8/2013

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

SAC membership includes principal, two teachers, two paraprofessionals, the school counselor, students to represent each of the labs (middle school, high school, and credit retrieval) and three parents. There is an ongoing effort to recruit more parents and outside community members.

Involvement of the SAC in the development of the SIP

The school based SAC members were involved in planning and problem solving strategy sessions over three different days of professional development beginning during the summer, continuing during pre-planning, and further during the first six weeks of school. The full SAC will be involved in the ongoing planning and monitoring of activities to support this school improvement plan over the course of the school year. The student SAC members will have regular meetings to discuss issues of relevance for the students and then share the information from their meetings with the full SAC. The SAC membership will focus on providing additional support for students in need both academically as well as in other factors for at-risk issues identified. (Those identified for focus at this time include students in need of food, clothing, and toiletries, as well as students who are homeless.)

Activities of the SAC for the upcoming school year

An "Open House Meeting" was held on September 12, 2013 from 6:00-7:00 pm. At this meeting, parents were invited to participate in the SAC for the new school year. An introductory SAC meeting was held on Friday, September 27th, 2013. Three parents attended along with the school based members. An overview of the duties for the SAC was presented by the principal. SAC members were encouraged to recruit other parents, students, and community members to participate with our school. Scheduling of further meetings was planned. Future meetings will be held to review the School Improvement Plan and to have input for the implementation of the plan. Also, future meetings will be held to develop some fundraising plans to provide resources for implementing activities to support the school improvement plan.

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

There are no School Improvement Funds currently available for Hilltop Alternative School.

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

Not In Compliance

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

1. Teachers recruit during Open House
2. Teachers and administrators will continue to recruit parents during conferences.
3. Teachers and administrators will recruit students to participate in SAC.
4. All SAC members are encouraged to recruit other parents and members of the community not otherwise already connected to Hilltop Alternative School

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:

Dennis Webber		
Principal	Years as Administrator: 7	Years at Current School: 1
Credentials	Bachelor of Science From Toccoa Falls College Master of Education From Regent University Professional Educator's Certificate - Ed. Leadership All Levels / History (6-12)	
Performance Record	Having served as a High School Dean, Assistant Principal at the Middle School level and at the High School level, I have either received effective or highly effective evaluations in my leadership role. The schools in which I have served have either maintained an A average as a school grade or they were a B school.	

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Marlene Wiggins		
Part-time / District-based	Years as Coach: 1	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Reading Endorsed, Elementary Ed. Certificate	
Performance Record	New to this position.	

Classroom Teachers**# of classroom teachers**

7

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

86%

certified in-field

7, 100%

ESOL endorsed

3, 43%

reading endorsed

1, 14%

with advanced degrees

4, 57%

National Board Certified

0, 0%

first-year teachers

1, 14%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

3, 43%

with 15 or more years of experience

3, 43%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

4, 80%

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

Our school district provides for supplemental pay for staff at the Hilltop Alternative School. An Alternative School places a broad spectrum of demands on faculty and staff for expertise in dealing with academics in multi-leveled classrooms as well as behavior issues in a setting where nearly all the students are placed due to behavior.

Our school also has the further involution of an on-line curriculum that is complex in implementation and requires a considerable amount training and experience for effective use and monitoring. The Principal has taken the perspective that due to the complex nature of our school and its subsequent demands on faculty and staff, it is more effective to retain experienced, highly qualified teachers rather than to recruit new teachers. In light of that, retention efforts have been in the following areas:

1. Regular and timely faculty meetings to provide support, training, and feedback for faculty, staff and administrators
2. Regular Targeted meetings with specific faculty groups
3. Frequent specific recognition and praise of faculty and staff for efforts.
4. Team Building Activities for developing group support and morale.
5. Guest speakers for faculty and staff inspiration and motivation.

6. Consistent and timely follow through and support for teachers with regards to student discipline.
7. Develop a family support atmosphere for faculty and staff through breakfasts and luncheons.

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

At Hilltop Alternative School, there is one first year teacher to be mentored. This teacher has been paired with another teacher who is also the administrative assistant. This will be the mentoring "team". The new teacher will have the opportunity to get information from the point of view of a teacher as well as an administrator.

The teacher and his mentor have an open door policy so there are frequent and regular opportunities for discussing school routines and procedures, daily events, and ongoing classroom needs and responsibilities. The teacher and mentor will be working through activities to become familiar with the components of the evaluation system:

Part A: Quality of Instruction to include the following components:

- 1) Instructional Design and Lesson Planning
- 2) The Learning Environment
- 3) Instructional Delivery and Facilitation
- 4) Assessments

Part B: Continuous Improvement and Responsibility and Ethics.

This mentoring team will be following the calendar of activities that covers these topics for the school year as given by the school district. One of such activities is the shared reading from the book, "Why Didn't I Learn This in College"

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

At Hilltop Alternative School, our leadership team works to Identify two student situations as part of our ongoing Multi-tiered System of Supports. The team works to identify the following:

1. Students not performing on a daily basis within the classroom
2. Students not performing on state and district assessments.

The first step for the team is for teachers to generate a classroom performance report every two weeks for each student in their class. This report covers three areas: 1) attendance, 2) behavior, and 3) academic course progress. The report is sent to parents and given to the principal.

From the data generated in these reports, four students are selected to be discussed by the leadership team at each weekly Faculty Focus. Teachers will present information gathered from the student's academic history, assessment history, discipline history, ESE records where relevant, Cumulative records, observations and teacher anecdotal records to determine the area of concern for each student. Through discussion, the team will look for possible relevant causes for the issue, and determine what strategies for addressing this have been tried to date, along with the results of those strategies. The team will generate other possible interventions to address the area of concern and develop an action plan for implementing interventions needed through discussion and the use of intervention manuals for learning and behavior. The team will delineate a process for the interventions, determine which members have specific responsibility for implementation and monitoring of the interventions, set a duration for interventions, and set a time line for reconvening to review the results of the interventions. Students in

an intervention or action plan will be addressed at future meetings for follow-up as indicated by this pre-determined timeline, as well as the student's response to the interventions.

Interventions which may be recommended could include the following: Individual conference to address motivation or behavior issues, Small group instruction based on NGSSS benchmarks and interim assessments, 1:1 learning with assistance from peer or teacher, and Individual contracting. There could also be Reading Interventions that use Individual and small group pull-out sessions using Springboard, Rosetta Stone Levels 1-5, Fast Forward, or Math Interventions using individual and small group pull-out sessions. Other interventions may be implemented on an individual student basis by need.

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

The leadership team is fully responsible for the design and implementation of the MTSS process and the implementation of the SIP. The team will periodically review the SIP to ensure continuity with the goals outlined for the current school year. All members participate in the Faculty Focus meetings. The principal facilitates the meeting. Teachers and paraprofessionals bring student data generated from classrooms, curriculum reports, progress monitoring and assessments. The entire team discusses data and determines action plans for individual students regarding academic and behavior improvement. At each meeting, a member of the team is designated as a scribe for recording documentation of the plans. The Principal oversees the MTSS and ensures the fidelity of the system. The teachers implement interventions and monitor results. Teachers will bring data gathered from the interventions back to the team for feedback and possible referral for more interventions.

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

The Principal monitors the fidelity of the MTSS and the implementation of the SIP using the data from the Bi-Monthly classroom progress reports, the Weekly Faculty Focus Meetings, and the Weekly discipline log.

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

Bi-Monthly data collection from daily point sheets.

Attendance Records

Course Completions / Grades

Discipline Reports

Performance Matters/ progress monitoring

FCAT

EOC Exams

computer based assessments from PLATO, Study Island

School Spreadsheet

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

Training for the MTSS is ongoing through the weekly faculty focus meetings. This includes generating and analyzing data for academic progress and behavior improvements. Support for developing the parents' understanding of MTSS will be through training at the SAC meetings. This training will include empowering parents to find and understand data available in student reports provided in the on-line curriculum of PLATO and Study Island. Also in SAC meetings, parents will be trained through an overview provided of the school's MTSS process.

Literacy Leadership Team (LLT)

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

Name	Title
Garry Harris	Teacher, Science
Gregory Brochetti	Teacher, English/PE/ESOL
Kathleen O'Brien	Teacher,ESE/PE/Health
John Joyner II	Teacher, Math/ Social Studies
Sandra Foster	Teacher, Art/ESE-EH/ Elem Ed/ Math/ ESOL
Robert Lowyns	Administrative Assistant, Teacher
Chelsea Greek	Guidance Counselor
Dennis Webber	Principal
Kathy Walker	Data Entry
Tonya Godkin	Personal Secretary
Karen Cox	Paraprofessional
Patrick Miller	Temporarily Long Term Sub, will change to Paraprofessional

How the school-based LLT functions

Due to the small size of Hilltop Alternative School, and thus the small number of faculty and staff, the school based Literacy Leadership team does not function separately from the Leadership Team. The same team provides for both the functioning of leadership and literacy. The team addresses the needs for interventions for literacy through data gathered from state assessments and district progress monitoring. The weekly faculty focus meeting is used to dis-aggregate student data and to develop action plans based on the results of the extrapolation. Faculty or staff members are designated for responsibility to provide instructional interventions for student groups or individually. There are on-going student support sessions happening on multiple days, at multiple times across the school week.

Major initiatives of the LLT

The Literacy Leadership Team at Hilltop Alternative School will focus on Improving student achievement levels by tracking progress in all subject areas on a bi-monthly basis and creating action plans to address the needs of individual students. The team uses strategies for collaborative planning, team-teaching, small group learning sessions, and one on one reteaching/remediation sessions as interventions to increase literacy as measured by the district progress monitoring and state assessments.

Every Teacher Contributes to Reading Instruction

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

20 minute Sustained Silent Reading every day in each classroom.

Address common core reading standards through CIS (Comprehension Instructional Sequence) activities embedded in the curriculum of PLATO and Study Island.

Professional Development activities include faculty and staff support training of PLATO and Study Island curriculum done through the Friday Faculty Focus Meeting.

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

Each student has a schedule individually tailored to their interests and needs as well as focused on meeting graduation requirements. Students participate in an interview and credit audit with the guidance counselor.

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 counseled by the guidance counselor, who does an individual credit audit from each student's transcript.

Students can choose the order to complete their individual coursework.

Students are referred to Vocational Rehabilitation Counselor

Students participate in Interest Inventories, and Future Planning Inventories

Students participate in Transition Fair provided by ESE Department

Strategies for improving student readiness for the public postsecondary level

Due to the nature of our school program, there is a very small number of students who actually remain at Hilltop Alternative School for graduation. Because of this, the High School Feedback Report has no information on public post-secondary performance of the Hilltop students. Regardless of that fact, our school faculty and staff work diligently to increase the high school graduation rate of our students in general, whether they will graduate from Hilltop or return to their sending high school. This is done by encouraging all students to follow the Credit Retrieval Program model, meeting with guidance counselor regularly and frequently to focus on career planning and post secondary planning. All faculty and staff are stakeholders in promoting student course completions and on task behaviors. We provide recognition events for students who achieve their academic and behavior goals. Students are encouraged to participate in the ACT test, the PSAT and the SAT. Students also participate in the PERT testing.

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	28%	15%	No	35%
American Indian				
Asian				
Black/African American				
Hispanic				
White	32%	19%	No	39%
English language learners				
Students with disabilities	17%	3%	No	25%
Economically disadvantaged	25%	11%	No	33%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		12%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		7%

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)	35	58%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	16	27%	30%

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.	[data excluded for privacy reasons]		20%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		20%
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	25%		No	33%
American Indian				
Asian				
Black/African American				
Hispanic				
White	28%		No	36%
English language learners				
Students with disabilities				
Economically disadvantaged	27%		No	34%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

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			

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	25%	15%	No	33%
American Indian				
Asian				
Black/African American				
Hispanic				
White	28%	14%	No	36%
English language learners				
Students with disabilities				
Economically disadvantaged	27%	8%	No	34%

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)	[data excluded for privacy reasons]		25%
Students in lowest 25% making learning gains (EOC)	[data excluded for privacy reasons]		5%

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.		<i>[data excluded for privacy reasons]</i>	30%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	10%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	5%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	20%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	5%

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		<i>[data excluded for privacy reasons]</i>	18%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	3%

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	<i>[data excluded for privacy reasons]</i>		8%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		3%

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			

High School Science**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	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		3%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	9	15%	15%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1		

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	50	36%	30%
Students in ninth grade with one or more absences within the first 20 days	4	21%	18%
Students in ninth grade who fail two or more courses in any subject	8	42%	38%
Students with grade point average less than 2.0	26	19%	15%
Students who fail to progress on-time to tenth grade	7	37%	32%
Students who receive two or more behavior referrals	19	14%	13%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	31	22%	20%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	12	9%	8%
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)	8	18%	20%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	2	13%	15%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	5	11%	13%

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

1. Increase parent involvement in SAC
2. Phone calls to parents for:
 - a. students not working at expected levels
 - b. good student achievement.
3. Bi-Weekly progress reports to parents to be signed and returned to school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement in SAC	7	5%	7%

Goals Summary

- G1.** At the completion of the 2012-13 school year, there were 86 students out of about 120 (about 72%) who were retained, or not promoted to the next grade level. Our goal is to increase the number of students meeting requirements for promotion.

Goals Detail

G1. At the completion of the 2012-13 school year, there were 86 students out of about 120 (about 72%) who were retained, or not promoted to the next grade level. Our goal is to increase the number of students meeting requirements for promotion.

Targets Supported

- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - Biology 1 EOC
- Parental Involvement

Resources Available to Support the Goal

- FCAT Results
- LIA Testing
- Performance Matters Data
- Behavior Sheets/ Discipline Referrals
- PLATO and Study Island Curriculum
- Existing Student Records
- Friday Faculty Focus (team meeting for student progress review)
- Student tracking sheets / software reports
- Bi-monthly student progress reports

Targeted Barriers to Achieving the Goal

- Inadequate teacher monitoring of student course progress and completions in the online curriculum.
- Low levels of student motivation.

Plan to Monitor Progress Toward the Goal

The leadership team will monitor course completions through a spreadsheet. The school spreadsheet for course completions will be updated and grades entered for completed student courses on student transcripts. Revisions will be made to student schedules where needed for progression of students through the required course work for promotion to the next grade level.

Person or Persons Responsible

Leadership team- 1) The data clerk will update the school spreadsheet for course completions and enter grades for completed student courses. 2). The guidance counselor will revise student schedules as courses are completed, maintaining data on where each student stands towards completing their academic requirements.

Target Dates or Schedule:

Friday Focus Meetings

Evidence of Completion:

Daily Work Checklist, anecdotal records, data walls, principal walk-through records, School spreadsheet, credit sheets generated for each student as they complete courses, student schedules, student transcript audits

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. At the completion of the 2012-13 school year, there were 86 students out of about 120 (about 72%) who were retained, or not promoted to the next grade level. Our goal is to increase the number of students meeting requirements for promotion.

G1.B1 Inadequate teacher monitoring of student course progress and completions in the online curriculum.

G1.B1.S1 Teachers will gather data on attendance, behavior, and academic progress.

Action Step 1

Teachers will gather data on individual student work progress through the software reports from the on-line curriculum. This will include time on task, scores for academic lessons, course completions, notes on what progress was made since previous progress report, anecdotal reports of student behavior, and attendance records for the two week period. This information will be compiled into an individual student progress report.

Person or Persons Responsible

Teachers will generate this report.

Target Dates or Schedule

Report to be generated every two weeks.

Evidence of Completion

The Student Progress Report of attendance, behavior, and academic course progress will be sent home to the parent and given to the principal and shared for students to be focused in the MTSS process during the Friday Faculty Focus.

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

Reports required to be sent home and turned in to Principal

Person or Persons Responsible

Teachers generate reports for parents and Principal receives a copy

Target Dates or Schedule

Every two weeks

Evidence of Completion

Principal documentation of receipt of reports, notes of discussion on students identified through the MTSS process of the Friday Faculty Focus.

Plan to Monitor Effectiveness of G1.B1.S1

Course completion will be monitored.

Person or Persons Responsible

Administration and Leadership team

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Increased course completion rate.

G1.B1.S2 Friday Faculty Focus for data sharing and monitoring.

Action Step 1

Teachers identify underachieving students through the process of generating the bi-weekly progress report and report students to principal and to the Leadership team for the Friday Faculty Focus discussion. Leadership team discusses data for underachieving students to develop action plans / strategies for remediation or redirecting students for success. Team will set plan for implementation and address a time period for review of the student's progress or response to the intervention/ strategy.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student names turned in to the principal. Notes and actions plans from Friday Faculty Focus discussions

Action Step 2

Students identified through the data review process as struggling with course work will be provided with interventions through direct instruction on a supplemental basis to the core curriculum which is self-paced and computer based. The following will be provided for students: use Springboard for intensive reading program with middle school students, pull- outs for high school science and intensive math support, individual math support for middle and high students, direct instruction of core academic areas for elementary students, and intensive reading for high school. We will specifically target students needing to participate in the FCAT Reading and Reading Retake.

Person or Persons Responsible

Teachers: Brochetti, Harris, Lowyns, Joyner, Foster, O'Brien -

Target Dates or Schedule

The schedule of interventions is flexible and will vary based on teacher availability and student needs. Options are Monday/Wednesday/Friday; Tuesday/Thursday, and Daily.

Evidence of Completion

Notes and action plans from Friday Faculty Focus meetings Principal Walk-throughs Remediation Logs

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

Show evidence of intervention and direct instruction support groups in lesson plans and CWT's.

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan reviews and CWT's

Plan to Monitor Effectiveness of G1.B1.S2

Friday Focus notes, credit sheets generated for individual course completions, school completion spreadsheet, credit audits on individual students, CWT data.

Person or Persons Responsible

Leadership team: teachers, data clerk, guidance counselor, principal

Target Dates or Schedule

Timelines to be determined with intervention strategies as individual plans are developed.

Evidence of Completion

Increase in the number of student course completions and in individual students' progress towards meeting requirements for academic promotion to the next grade level.

G1.B1.S3 Teachers will actively monitor On-Task behavior

Action Step 1

Teacher will move around the room to perform a Daily Work Check. Teachers will engage in student data chats to include verification that each student has a schedule, a course tracking sheet, and notes for the current course on their clipboard. They will verify students are in the course designated by their tracking sheet and engage student in short discussion to verify student is focused on the expected task or course work.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Teacher checklist, or anecdotal record of student work check. Every student's clipboard should have these items attached and be available for staff to check at any time. schedule course tracking sheet notes Principal Classroom Walk-through.

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

Principal will conduct CWT's.

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher engages students, teacher checklists or anecdotal records are available, data wall showing student course completions.

Plan to Monitor Effectiveness of G1.B1.S3

Principal will look for an increase in student on task behavior in CWT's.

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in student on task behavior as evidenced by CWT data and increase in grades and course completion.

G1.B2 Low levels of student motivation.

G1.B2.S1 Weekly awards/recognition for achievement in the classroom.

Action Step 1

Each class will nominate a student to be recognized for the week for their academic progress. Students will receive a certificate and a coupon for an item.

Person or Persons Responsible

Classroom teachers will give student name to principal. Principal will present student with certificate and coupon.

Target Dates or Schedule

Weekly on Fridays

Evidence of Completion

Notes from Friday Faculty Focus meeting, students receiving their awards.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Each teacher will establish criteria for recognition within their classroom and generate the student names through the process of generating their progress reports.

Person or Persons Responsible

Teacher, Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Faculty Focus notes, teacher data charts, anecdotal records

Plan to Monitor Effectiveness of G1.B2.S1

Monitor number of course completions

Person or Persons Responsible

Leadership team: teachers, data clerk, guidance counselor, principal

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Credit sheets generated for course completions, school completion spreadsheet,

G1.B2.S2 Progress reports bi-weekly for parents and administration.

Action Step 1

Report generated to send to the parent and principal to address attendance, behavior, and academic achievement. Phone calls will be made to parents for a student to be recognized for excellent academic achievement for the week. Other parents will also be phoned to share positive report of student success for the students identified for excellent progress.

Person or Persons Responsible

Teacher

Target Dates or Schedule

reports sent out every two weeks, phone calls on a weekly basis.

Evidence of Completion

Teacher phone log

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Principal will review reports sent home and phone log of contacts made for student recognition.

Person or Persons Responsible

Principal

Target Dates or Schedule

Every two weeks

Evidence of Completion

Principal will review reports sent home and phone log of contacts made for student recognition.

Plan to Monitor Effectiveness of G1.B2.S2

CWT data will indicate students are on on task and have increased motivation. Attendance data and course completion data.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

Bi-weekly comparison of progress in course work.

Evidence of Completion

Increase in attendance, and course completions.

G1.B2.S3 Bi-Weekly Reward Day

Action Step 1

Students who meet criteria established for reward day will participate in activity other than course work provided to reward them for their attendance, good behavior, and academic achievement.

Person or Persons Responsible

Teachers, Principal, Administrative Assistant

Target Dates or Schedule

Every two weeks.

Evidence of Completion

Progress reports, data walls

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Data walls in the classrooms denote students who make eligibility of reward day. Principal will monitor through classroom walk-through.

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Data wall/chart, record of principal walk-throughs

Plan to Monitor Effectiveness of G1.B2.S3

Course completion will be monitored. Data walls for student criteria will be monitored.

Person or Persons Responsible

leadership team: teachers, data clerk, guidance counselor, principal, students

Target Dates or Schedule

Every two weeks

Evidence of Completion

Increased number of course completion and increased number of students participating in reward day activities.

G1.B2.S4 Periodic competitions between class groups.

Action Step 1

Teachers will periodically set up competitions for students completing non-preferred course work in order to promote motivation for the completion of these courses and to encourage peer teaching of skills.

Person or Persons Responsible

Teachers, students

Target Dates or Schedule

At least once each semester

Evidence of Completion

Data walls with competition time line delineated.

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Schedule of competitions created

Person or Persons Responsible

Principals and lead team

Target Dates or Schedule

Each semester

Evidence of Completion

Data walls with competition time line delineated.

Plan to Monitor Effectiveness of G1.B2.S4

Track the number of course completions for the specified course of the competition.

Person or Persons Responsible

Leadership team: teachers, data clerk, guidance counselor, principal

Target Dates or Schedule

Upon completion of the period of the competition

Evidence of Completion

Increase in the number of course completions for the specified course of the competition

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

Hilltop Alternative school is a "Title I -Like" school and we receive Title I -Like funds. For Title X Homeless category, we have a district homeless liaison who coordinates available services for our students who are or become homeless. Our School also benefits from Title II through professional development provided for faculty and staff, and technology.

We have a number of different embedded programs and services available to our students. These include a school resource officer who assists with our guidance counselor in violence prevention, as well as outside counselors who come in to do anger management programs. We work closely with the juvenile probation program to monitor and assist students. Our entire school population participates in the free lunch program. The guidance counselor links students with Vocational Rehabilitation as needed for post secondary transition services. The guidance counselor also arranges for military recruiters to speak with those students who indicate interest in joining the military after high school. Students participate in community service.

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.

Appendix 2: Budget to Support School Improvement Goals