



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Central Florida Leadership Academy Charter

427 N PRIMROSE DR

Orlando, FL 32803

407-480-2352

www.cflacademy.org

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate

50%

Alternative/ESE Center

No

Charter School

Yes

Minority Rate

67%

School Grades History

2013-14

C

2012-13

C

2011-12

C

2010-11

C

2009-10

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

Central Florida Leadership Academy Charter

Principal

Tiffany Ward

School Advisory Council chair

Jessica Johnson

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

Name	Title
Gay Dougherty	Director of Admin. Operations
Nicholas Fuhler	Administrative Dean

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

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

Robert Richardson and Danielle Harris are serving the teacher roles.
 Jessica Johnson is serving the role of the SAC board president.
 Jody Litchford is serving the role of the community.
 Tiffany Ward is serving the role of administration as an ex-officio member.
 Dr. Diane Reed is serving the role of parent.
 Julia Wygal and Elijah Jackson are serving as student member.

Involvement of the SAC in the development of the SIP

The SAC reviews, revises and has final approval of the SIP. All members are also provided an opportunity to help and assist in writing the SIP.

Activities of the SAC for the upcoming school year

SAC has monthly meetings planned throughout the school year. The SAC sets goals and reviews progress. They vote on the allocation of resources under their control. The SAC makes recommendations to the administration on school improvements.

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

Allocation of funds has not yet been determined. The school test scores and assessment data will be reviewed and funds will be allocated by the priority needs accordingly.

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:

Tiffany Ward

Principal

Years as Administrator: 10

Years at Current School: 3

Credentials

Certified in ESE K-12
 Speech 6-12
 Principal Certification k-12
 Ed. Leadership k-12
 Met all ESE and ESOL requirements

Performance Record

Excellent evaluations for the past three years from the CFLA Board and recommendation for a new contract in 13-14 school year.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Robert Richardson		
Part-time / District-based	Years as Coach: 2	Years at Current School: 3
Areas	Other	
Credentials	Mr. Richardson has an ABD in Educational Leadership. He has worked with the principal of the school at three different schools and always been a wonderful teacher and teacher leader.	
Performance Record	Mr. Richardson has had great evaluations and has been recommended for renewal for the 13-14 school year. He is always willing to take on leadership roles at the school.	

Classroom Teachers

# of classroom teachers	11
# receiving effective rating or higher	11, 100%
# Highly Qualified Teachers	100%
# certified in-field	11, 100%
# ESOL endorsed	7, 64%
# reading endorsed	2, 18%
# with advanced degrees	2, 18%
# National Board Certified	0, 0%
# first-year teachers	1, 9%
# with 1-5 years of experience	5, 45%
# with 6-14 years of experience	3, 27%
# with 15 or more years of experience	2, 18%

Education Paraprofessionals

# of paraprofessionals	0
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Highly Qualified

0

Other Instructional Personnel**# of instructional personnel not captured in the sections above****# receiving effective rating or higher****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 for interviewing until an appropriate person meets the criteria for the position and best fit for the school. The positions are always posted on www.teachers-teachers.com. The Director of Administrative Operations assists with interviewing and when teachers are available they may be asked to assist with an interview as well.

Teacher Mentoring Program/Plan

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

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

We have 5 new teachers for the 13-14 school year. The new teachers were all paired up with a mentor that either taught the same grade or subject as they will be teaching. The mentors were assigned at the beginning of the summer, so that staff could get to know one another and begin to get their questions answered. The mentors are encouraged to eat lunch together and meet whenever possible. The instructional coach oversees the new teacher program. Mr. Richardson works hard to follow as closely as possible the district plan for new teachers. He attends the district meetings and disseminates the information to the staff.

Nicholas Fuhler is the mentor for William Turner.

Brooke Lambert is the mentor for Lindsay Brewer.

Danielle D'Angelo is the mentor for Lauren Lefave.

Robert Richardson is the mentor for Cheryl Janes.

Melissa Lengler is the mentor for Danielle Harris.

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

Based on local and state tests, such as Benchmarks, FAIR, and FCAT, interventions are put in place to help individual students and their needs. The MTSS team meets to discuss the interventions, and the effectiveness of those interventions.

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

The entire school faculty is involved in the MTSS decision-making process. Each team member is responsible for identifying students in need, and then helps develop appropriate interventions for those students. Although each member is responsible for identifying students in need, interventions are a team decision, in order to ensure that each student's needs are being met appropriately.

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

Monthly MTSS meetings are held, in order to ensure that the interventions being used are effective. Monthly meetings also allow for new student identification and new interventions to be implemented.

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

Monthly data meetings are held, in order to analyze student data. Benchmark, FAIR, FCAT, and EOC data is discussed. Monthly department meetings are also held in order to discuss current grades in subject, behavior, and progress with interventions. Department meetings are by grade level for the first part, then by subject for the second part of the meeting. This allows for teachers to discuss the same students, but also for subject area teachers to discuss how lessons are or are not working.

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

The Staffing Specialist will attend meetings on MTSS, as available, and then share that information with all staff members. Meetings, or individual training sessions are given by the Staffing Specialist, in order to ensure that all staff members understand the MTSS process.

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: Extended Day for All Students

Minutes added to school year: 9,600

The teachers offer weekly after-school tutoring in their core subject matter. The schedule is on a rotation basis. This is open to all students.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Benchmark testing and classroom assessments are used to determine the success of our program.

Who is responsible for monitoring implementation of this strategy?

The teachers have primary responsibility while the principal has supervisory responsibility.

Strategy: Weekend Program

Minutes added to school year: 1,200

We offer Saturday tutoring every month for two hours. We offer assistance in core subject matter and standardized testing.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Student data is benchmark testing and standardized test results.

Who is responsible for monitoring implementation of this strategy?

The primary responsibility is the teachers and the supervisory responsibility is the administrative dean.

Strategy: Before or After School Program

Minutes added to school year: 26,800

We offer student clubs for middle school and high school. Some of the offerings include: volleyball, personal fitness, athletics, PSAT and SAT prep, Leadership, Community Service and Glee. The middle school clubs run for an hour a day, 3-4 days per week. The high school clubs run every day until 5:30.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

We hope to see overall improvement on standardized tests and classroom benchmarks. This is the first year that we have offered this program and we hope that it helps the students to be more well-rounded.

Who is responsible for monitoring implementation of this strategy?

The primary responsibility is the teachers and the supervisory responsibility is that of the principal.

Strategy: Summer Program

Minutes added to school year: 3,600

We offer a summer remediation program for students that need scored a level one on the FCAT in reading or math. We also offer remediation for those students that did not pass the EOC. Other students that did not score a level one, but just want additional practice are also welcome to attend.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Students take a benchmark pre and post test, so that we can determine if they have mastered the material.

Who is responsible for monitoring implementation of this strategy?

The primary responsibility is the teachers and the supervisory responsibility is the principal.

Literacy Leadership Team (LLT)

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

Name	Title
Danielle D'Angelo	Reading Coach
Melissa Lengler	Reading Teacher

How the school-based LLT functions

The LLT meets monthly to discuss the information learned at the Reading Coach meetings, in order to determine how to disseminate the information learned to the other staff members. The team also discusses new ideas and how to implement those ideas in all classes.

Major initiatives of the LLT

The LLT is already working on the 2014 literacy week, in order to promote reading across the curriculum. Periodic meeting to discuss how to implement reading throughout the curriculum will be held to teach teachers how to include reading strategies in their classes. The goal of the LLT is to ensure that all teachers are promoting literacy throughout their curriculum, and utilizing reading strategies to help students comprehend core content.

Every Teacher Contributes to Reading Instruction

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

Our Reading Coach has developed a reading across the curriculum program and meets with the teachers on a monthly basis to train and coordinate.

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

We are teaching a career course and we meet with all the high school students to discuss their future goals. We teach an SAT and PSAT prep after school. We have accessible materials in the library and the high school lounge on various college preparedness. The courses we offer students are designed to be college preparatory.

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

We have students fill out course selection forms and we use that to design our curriculum. We use this information to register students in courses that will help them to achieve their academic goals.

Strategies for improving student readiness for the public postsecondary level

We started high school in 2012 and our first high school graduation class will be in 2016 and at that time we will have used this analysis. We will use this analysis in ensuing years to assist with college preparedness.

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	56%	61%	Yes	60%
American Indian				
Asian				
Black/African American	46%	42%	No	51%
Hispanic				
White	61%	74%	Yes	65%
English language learners				
Students with disabilities	31%	57%	Yes	38%
Economically disadvantaged	56%	51%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	61%	65%
Students scoring at or above Achievement Level 4	49	35%	36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		65%	65%
Students in lowest 25% making learning gains (FCAT 2.0)		59%	60%

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		47%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		58%	60%
Students scoring at or above Achievement Level 4			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		61%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		61%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	18	72%	90%
Middle school performance on high school EOC and industry certifications	17	94%	90%

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%	58%	Yes	63%
American Indian				
Asian				
Black/African American	46%	41%	No	51%
Hispanic				
White	65%	66%	Yes	69%
English language learners				
Students with disabilities	44%	57%	Yes	50%
Economically disadvantaged	58%	47%	No	63%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		61%	65%
Students in lowest 25% making learning gains (EOC)		61%	65%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		85%	85%
Students scoring at or above Achievement Level 4		33%	35%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		100%	0%
Students scoring at or above Achievement Level 4		36%	0%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		51%	55%
Students scoring at or above Achievement Level 4		22%	25%

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		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		0%	72%
Students scoring at or above Achievement Level 4		0%	30%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		3
Participation in STEM-related experiences provided for students	160	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	27	100%	100%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	100%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	5	5%	5%
Students who fail an English Language Arts course	6	6%	6%
Students who fail two or more courses in any subject	5	5%	5%
Students who receive two or more behavior referrals	20	21%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	9	9%	8%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	1	4%	3%
Students in ninth grade with one or more absences within the first 20 days	7	27%	25%
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	3	11%	10%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	3	11%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	2	8%	5%

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

Monthly parent meetings, opportunities for teacher meetings and Friends (PTA) meetings and projects, National Teach-In and regular parent emails and phone messages are provided.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
At least 50% participation.			50%

Goals Summary

- G1. Increase student reading.
- G2. Increase student understanding of relevant mathematical concepts.
- G3.
- G4.

Goals Detail

G1. Increase student reading.

Targets Supported

- Writing

Resources Available to Support the Goal

- Additional novels assigned, balancing classic and modern literature.

Targeted Barriers to Achieving the Goal

- Identifying and acquiring novels that are at appropriate reading levels and levels of student interest.

Plan to Monitor Progress Toward the Goal

Assignment of additional classic as well as modern novels.

Person or Persons Responsible

Language Arts teachers.

Target Dates or Schedule:

Throughout the academic year.

Evidence of Completion:

Lesson plans.

G2. Increase student understanding of relevant mathematical concepts.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Intensive math classes and utilization of computerized programs for students who are sufficiently proficient to need less teacher-driven instruction.

Targeted Barriers to Achieving the Goal

- Large numbers of students needing intensive assistance.

Plan to Monitor Progress Toward the Goal

Greater utilization of computerized learning tools.

Person or Persons Responsible

Intensive mathematics instructor.

Target Dates or Schedule:

Throughout academic year

Evidence of Completion:

Computerized report.

G3.

Targets Supported

Resources Available to Support the Goal

- Textbooks and online resources.

Targeted Barriers to Achieving the Goal

- Lack of prior knowledge in the incoming student population.

Plan to Monitor Progress Toward the Goal

Improve student interest and knowledge

Person or Persons Responsible

Civics instructor

Target Dates or Schedule:

Throughout the academic year

Evidence of Completion:

Performance on Civics standardized test

G4.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Increase student understanding of relevant mathematical concepts.

G2.B1 Large numbers of students needing intensive assistance.

G2.B1.S1 Greater utilization of computerized learning programs.

Action Step 1

Implement use of computerized learning programs for level 1 and level 2 students in mathematics.

Person or Persons Responsible

Intensive math instructor during periods 5-7 of our school day.

Target Dates or Schedule

During school hours.

Evidence of Completion

Teacher will track progress online, using the program and present information as needed to the rest of the staff during staff meetings.

Facilitator:

Trainer from Neufield Math

Participants:

Danielle Harris

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

Monitor the usage of the computer program and the progress of the students on it.

Person or Persons Responsible

Mrs. Ward

Target Dates or Schedule

During classroom observations and during conferences with the teacher.

Evidence of Completion

Ongoing and at the end of the year, we will have a final report to review.

Plan to Monitor Effectiveness of G2.B1.S1

Compare pre and post tests and FCAT results.

Person or Persons Responsible

Danielle Harris and Mrs. Ward

Target Dates or Schedule

At the end of each semester and when FCAT scores are released.

Evidence of Completion

Test Data and FCAT Scores.

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

We use Title II for faculty development training. We hosted an overnight retreat for all faculty and staff. We focused on educational development, specifically in the area of the Common Core.

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.

G2. Increase student understanding of relevant mathematical concepts.

G2.B1 Large numbers of students needing intensive assistance.

G2.B1.S1 Greater utilization of computerized learning programs.

PD Opportunity 1

Implement use of computerized learning programs for level 1 and level 2 students in mathematics.

Facilitator

Trainer from Neufield Math

Participants

Danielle Harris

Target Dates or Schedule

During school hours.

Evidence of Completion

Teacher will track progress online, using the program and present information as needed to the rest of the staff during staff meetings.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase student understanding of relevant mathematical concepts.	\$1,120
Total		\$1,120

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
FEFP		\$1,120
Total		\$1,120

Budget Details

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

G2. Increase student understanding of relevant mathematical concepts.

G2.B1 Large numbers of students needing intensive assistance.

G2.B1.S1 Greater utilization of computerized learning programs.

Action Step 1

Implement use of computerized learning programs for level 1 and level 2 students in mathematics.

Resource Type

Evidence-Based Program

Resource

General Budget

Funding Source

FEFP

Amount Needed

\$1,120