

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Acceleration Academy West  
2751 LAKE STANLEY RD  
Orlando, FL 32818  
407-521-2358

### School Demographics

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

### School Grades History

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### SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

Acceleration Academy West

##### Principal

George Morse

##### School Advisory Council chair

Shunta' Crockett-Carswell

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

##### Name

##### Title

Stephanie Mueller

Academic 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

Our SAC membership includes AAW staff, parents, students and a community member. Members are:

George Morse--Principal

Shun Carswell--SAC Chair

Renier Santiago--Vice Chair

Blanche Sherman--Secretary

Veronica Bryant

Bill Chambers

Rene Rodriguez

Garry Lebrun

Stanley Aliu

Jackie Adams

#### Involvement of the SAC in the development of the SIP

The SAC reviewed the SIP at the September meeting and the committee discussed its components. We discussed the academic areas that the school was focusing on, technology upgrades needed and also that the main focus for the SAC for this year would be to increase parental involvement.

**Activities of the SAC for the upcoming school year**

The development of parental phone and email distribution lists to initiate and help get parents involved in school projects, along with their child's education,

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

We do not have separate allocated school improvement funds for use. If any funding is needed for SAC it will come from the school or Title I budget

**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:**

**George Morse**

Principal

Years as Administrator: 14

Years at Current School: 2

**Credentials**

BS--Business Admin  
 BS--Computer Information Systems  
 BS--Marketing  
 MAED--Educational Leadership  
 Education Leadership/Principal K - 12  
 Business Education--6 - 12  
 Mathematics 5 - 9

**Performance Record**

Reading Proficiency Overall 14%, Grade 8 - 15%, 9 - 13%, 10 - 8%  
 Reading Learning Gains Overall 47%, Grade 8 - 45%, 9 - 47%, 10 - 70%  
 Writing Proficiency Overall 19%  
 Math EOC Proficiency -- Algebra 40%, Geometry 41%  
 Math Learning Gains -- 82%

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Stephanie Mueller**

Part-time / District-based

Years as Coach: 13

Years at Current School: 0

**Areas**

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other

**Credentials**

M.Ed., Education Administration, National University - 2007  
 B.A., Education, Radford University- 1991  
 Certifications

Educational Leadership, Reading Endorsement, Educable  
 Mentally Handicapped k-12, Specific Learning Disabilities k-12,  
 FAIR Master Trainer, Ruby Payne Trainer, Middle Grades  
 Integrated Curriculum 5-9

**Performance Record**

Developed a data collection and analysis framework for East  
 River high school that resulted in the increase of the school grade  
 from a D to a B

Developed a system for benchmark instruction for algebra using  
 the FCIM model at Jones high school that resulted in an increase  
 in the number of students passing the EOC

Assisted school administration in the development of a structure  
 for data chats and common planning for teachers at all grade  
 levels

Increased student achievement within SWD subgroup at Union  
 Park Middle by developing the ESE program with an emphasis on  
 grade level curriculum and instruction

Initiated curriculum alignment and training for teachers in all core  
 content areas which resulted in the rise of the school grade at  
 Union Park Middle from a C to a B

Last four years has been

**Classroom Teachers**

**# of classroom teachers**

13

**# receiving effective rating or higher**

13, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

13, 100%

**# ESOL endorsed**

1, 8%

**# reading endorsed**

4, 31%

**# with advanced degrees**

6, 46%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

3, 23%

**# with 6-14 years of experience**

5, 38%

**# with 15 or more years of experience**

5, 38%

**Education Paraprofessionals**

**# of paraprofessionals**

0

**# Highly Qualified**

0

**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**

Principal and Academic Dean work with present staff to enhance their classroom abilities through professional development for instructional strategies, using data to drive instruction and the continued development of the Marzano coaching/assessment system.

Principal includes the teachers in the master scheduling process so they have input into course loads and planning time.

Principal only interviews certified in-field applicants for any vacancies.

**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 one second year mentee, Justin Summy, that needs to complete the second year of the OCPS Beginning Teacher Program and the state Alternative Certification Program online. He will do this under the guidance of our Academic Dean, Ms. Mueller.

## 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**

MTSS leadership team will meet regularly to analyze data and use the problem solving model to identify large group problems and generate plans to address them:

- Benchmark data: 2-4 times per school year
- Mini assessment data: monthly
- Formative observation data

Teachers will analyze collect and analyze mini assessment and formative assessment data. Lesson plans will reflect differentiated instruction based on data.

Instructional focus calendars in ELA, Reading, Biology and Algebra courses to include scheduled mini assessments for progress monitoring.

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

Principal and Academic Dean will write the SIP, monitor academic data, perform classroom observations. Academic Dean will coordinate and conduct all student assessments, monitor school-wide and student data, perform classroom observations and conduct professional development

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

MTSS leadership team will meet regularly to analyze data and use the problem solving model to identify large group problems and generate plans to address them:

- Benchmark data: 2-4 times per school year
- Mini assessment data: monthly
- Formative observation data

Monitoring of students' grades through formative and summative classroom assessments

### **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**

Performance Matters is the mangament system that houses the data sources from the assessments Benchmark assessments in algebra, biology, reading and writing: 2-4 times per school year

Mini assessment data: monthly

Formative observation data

FCAT and EOC Assessments

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

Principal and Academic Dean conduct professional development for staff on data collection and analysis, differentiated instruction, formative assessments, instructional rounds and reflective practice for the staff.

Principal describes the MTSS system/options to all parents and students when they meet individually prior to attending AAW. Guidance counselor and staffing specialist conduct parent meetings and conferences throughout the year to update and support them on their MTSS status.

**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:** 5,400

After school tutoring in reading, math, writing and biology is available to students from October 7 through May 29 on Mondays, and Thursday from 2:30 to 4:00.

**Strategy Purpose(s)**

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

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

Benchmark data, mini assessment data and formative/summative assessment data is monitored by the Academic Tutoring Services Coordinator and teachers monthly.

**Who is responsible for monitoring implementation of this strategy?**

Guidance counselor is our Academic Tutoring Services Coordinator

**Literacy Leadership Team (LLT)**

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

Name	Title
George Morse	Principal
Stephanie Mueller	Academic Dean
Molly Rosenlund	Reading Teacher
Valerie Gore	Reading Teacher
Stephanie Kelly	Language Arts Teacher
Henriann Rigsby	Language Arts Teacher

**How the school-based LLT functions**

The LLT will meet at least quarterly to monitor progression in our reading and writing data. The teachers will discuss their benchmark and mini assessment data, discuss strategies to be taught and used in the other curriculum classes. Principal and academic dean will monitor use of those strategies in the classes through classroom observations and lesson plans.

**Major initiatives of the LLT**

The major initiatives to be addressed this year through the LLT will be increasing reading and writing proficiency for all grade levels.

## Every Teacher Contributes to Reading Instruction

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

All students will complete reading mini assessments through the language arts classes.

All teachers are responsible for the reading data from the prior FCAT(s), present year benchmarks and mini assessments. They are to focus on the low achieving areas from the data in their classroom and infuse the needed reading strategies into their curriculum.

All classrooms have word walls to enhance and help students interact with the vocabulary for their curriculum.

All classrooms will use the small group reading rotational model to differentiate instruction

## 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**

N/A

### **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 met with both individually and within a group to discuss courses needed for graduation, college admission, technical school admission and scholarships.

Testing information is provided for FCAT, EOC, SAT, ACT, PERT, and TABE.

Parent Information Night is held to inform parents about graduation requirements, testing requirements, dual enrollment opportunities and scholarship opportunities.

College and career information is disseminate through classrooms visits and guidance conferences.

### **Strategies for improving student readiness for the public postsecondary level**

Students are offered and placed in courses based on standardized testing scores, prior grades, teacher recommendations, student and parent requests. Students are offered a variety of courses based on their needs as well as potential college and career choices (AP and honors courses).

Dual enrollment will initiate next year.

## 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				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	17%	25%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

#### 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%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	56	46%	50%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		25%

**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)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

**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]		15%

**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	19	14%	20%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

**Area 3: Mathematics**

**High School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	27	20%	25%
Students in lowest 25% making learning gains (EOC)	[data excluded for privacy reasons]		20%

**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]		15%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	40%	45%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		5%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	41%	0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		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	<i>[data excluded for privacy reasons]</i>		15%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

**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)	0		0
Participation in STEM-related experiences provided for students	0	0%	0%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
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 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	25%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

**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	42	33%	30%
Students in ninth grade with one or more absences within the first 20 days	8	47%	45%
Students in ninth grade who fail two or more courses in any subject	4	57%	7%
Students with grade point average less than 2.0	15	11%	10%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	25	19%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	24	18%	20%

**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)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

**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**

Being a non-community based alternative school with students from all over the north and west areas of Orange county, parental involvement is an issue. We are targeting more parents to be involved through parent conferences, joining our SAC, use our school site as a technology resource if they do not have computer access at home or work. Parent conferences are held to discuss student progress and/or discipline and will be arranged by contacting the guidance counselor. Conferences may be scheduled at the convenience of the parent, usually during or after school hours. Teacher time will be covered as needed for these conferences. Evening conferences may be scheduled with advance notice to the teacher. All teachers are encouraged to have telephone communication with the parents on a frequent basis. Meetings for the purpose of planning and discussing Title I parent involvement will be held throughout the school year at various dates and times so as to accommodate a variety of parents with work and /or personal schedules. All parents will be encouraged to participate in at least one meeting. The focus of these parent involvement meetings will be reading and math. Family Night activities will be

planned to include all students and families. Computer time will be made available to parents who wish to log into Progress Book during the week of Progress Reports. One night will be set aside for those parents who wish to check on Progress Book, yet are unable to come into the school during regular hours.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
SAC Membership	2	2%	5%
Parent Information Night	1	1%	15%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** By June 2014, the percentage of students meeting proficiency in the area of reading will increase from 17% to 25% as measured by the reading portion of the FCAT 2.0
- G2.** By June 2014, the percentage of students scoring 3.5 or higher in the area of writing will increase from 14% to 20% as measured by the FCAT Writes.

## Goals Detail

**G1.** By June 2014, the percentage of students meeting proficiency in the area of reading will increase from 17% to 25% as measured by the reading portion of the FCAT 2.0

### Targets Supported

#### Resources Available to Support the Goal

- Achieve 3000
- Reading Plus
- Benchmark mini assessments for progress monitoring
- Common Core and NGSS Standards

#### Targeted Barriers to Achieving the Goal

- District scope and sequence includes only common core standards. Students needs access to NGSS Standards in order to demonstrate proficiency on FCAT 2.0
- Lack of consistency of instruction and assessment among language arts classes
- Lack of data analysis and the use of data to drive instruction
- Lack of system for progress monitoring

### Plan to Monitor Progress Toward the Goal

The leadership team will monitor progress toward the goal by meeting monthly to review mini assessment, teacher observation, and formative assessment data. The leadership team will review grade level and class data and utilize the 4 step problem solving model to identify problems and develop plans to address them.

#### Person or Persons Responsible

Leadership team: principal, CRT, dean,

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Meeting notes, actions plans based on the data analyzed

**G2.** By June 2014, the percentage of students scoring 3.5 or higher in the area of writing will increase from 14% to 20% as measured by the FCAT Writes.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- OCPS Writes
- Florida Writes Rubric

**Targeted Barriers to Achieving the Goal**

- Lack of a school wide writing plan
- Lack of consistency in writing instruction among language arts department
- Lack of a system for progress monitoring
- Lack of data analysis and use of data to drive instruction.

**Plan to Monitor Progress Toward the Goal**

The percentage of students scoring 3.5 or higher in the area of writing

**Person or Persons Responsible**

Language arts teachers, principal, CRT

**Target Dates or Schedule:**

Formative assessments as dictated by writing plan, quarterly analysis of OCPS Writes

**Evidence of Completion:**

Lesson plans, PLC or common planning meeting notes

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** By June 2014, the percentage of students meeting proficiency in the area of reading will increase from 17% to 25% as measured by the reading portion of the FCAT 2.0

**G1.B1** District scope and sequence includes only common core standards. Students needs access to NGSS Standards in order to demonstrate proficiency on FCAT 2.0

**G1.B1.S1** Create an instructional focus calendar that includes the district scope and sequence (CCS) combined with the NG Standards identified by data to be areas of deficiency.

### Action Step 1

Create instructional focus calendars for language arts and reading courses.

#### Person or Persons Responsible

language arts and reading teachers

#### Target Dates or Schedule

3 times per year: October, January after benchmark assessment, March

#### Evidence of Completion

Focus calendar and lesson plans

#### Facilitator:

District CCSS training

#### Participants:

Language Arts and reading teachers

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

Create an instructional focus calendar that includes the district scope and sequence (CCS) combined with the NG Standards identified by data to be areas of deficiency.

#### Person or Persons Responsible

Language arts and reading teachers

#### Target Dates or Schedule

October, December, March

#### Evidence of Completion

Lesson plans, classroom walkthroughs

### Plan to Monitor Effectiveness of G1.B1.S1

Teacher use of the instructional focus calendar

#### Person or Persons Responsible

Principal and CRT

#### Target Dates or Schedule

Monthly analysis of mini assessment data to determine student growth Bimonthly review of teacher lesson plans

#### Evidence of Completion

Leadership team meeting notes including analysis of mini assessments

### G1.B3 Lack of consistency of instruction and assessment among language arts classes

**G1.B3.S1** Provide common planning time for language arts and reading teachers to establish consistency among the departments in the area of reading standards instruction.

#### Action Step 1

Teachers will meet regularly for common planning and assessments

#### Person or Persons Responsible

Language Arts and reading

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Meeting notes, lesson plans

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

There will be an increase in the consistency of instruction of reading standards among language arts and reading classes

**Person or Persons Responsible**

Principal and CRT

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans, classroom observations

### **Plan to Monitor Effectiveness of G1.B3.S1**

There will be an increase in the consistency of instruction of reading standards among language arts and reading classes

**Person or Persons Responsible**

Principal and CRT

**Target Dates or Schedule**

Bi monthly

**Evidence of Completion**

Teacher lesson plans, classroom observations

### **G1.B3.S2 Review teacher lesson plans to ensure teachers are following the instructional focus calendar**

**Action Step 1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B3.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G1.B3.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G1.B4 Lack of data analysis and the use of data to drive instruction**

**G1.B4.S1** Language arts and reading teachers will use mini assessment data and Achieve 3000 data to plan differentiated data driven instruction.

**Action Step 1**

Language arts and reading teachers will use data to plan differentiated data driven instruction

**Person or Persons Responsible**

Language arts and reading teachers

**Target Dates or Schedule**

Bimonthly

**Evidence of Completion**

Lesson Plans, classroom observations

## Action Step 2

Provide professional development to language arts and reading teachers in the area of data analysis and data driven instruction.

### Person or Persons Responsible

language arts and reading teachers

### Target Dates or Schedule

Monthly September 2012-May 2014

### Evidence of Completion

Sign-in sheets Documentation of data analysis in lesson plans Evidence of data driven instruction in lesson plans

### Facilitator:

CRT

### Participants:

Language arts and reading teachers

## Plan to Monitor Fidelity of Implementation of G1.B4.S1

Teachers will use data to plan and deliver data driven instruction in the area of reading

### Person or Persons Responsible

Principal and CRT

### Target Dates or Schedule

Weekly

### Evidence of Completion

Classroom observation, review of lesson plans

### Plan to Monitor Effectiveness of G1.B4.S1

Teacher use of data to plan and deliver data driven instruction in the area of reading

**Person or Persons Responsible**

Principal and CRT

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Classroom observations and lesson plans

### G1.B5 Lack of system for progress monitoring

**G1.B5.S1** Develop a system for school wide progress monitoring of FCAT 2.0 reading standards.

**Action Step 1**

Develop a system for school wide progress monitoring of FCAT 2.0 reading standards

**Person or Persons Responsible**

CRT

**Target Dates or Schedule**

October 2014

**Evidence of Completion**

Team meeting notes indicating analysis of progress monitoring data and action plans created.

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

School wide system for progress monitoring of FCAT 2.0 reading standards

**Person or Persons Responsible**

Literacy team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Team meeting notes

## Plan to Monitor Effectiveness of G1.B5.S1

System for school wide progress monitoring of FCAT 2.0 reading standards

### Person or Persons Responsible

Literacy team

### Target Dates or Schedule

Monthly

### Evidence of Completion

Team meeting notes

**G2.** By June 2014, the percentage of students scoring 3.5 or higher in the area of writing will increase from 14% to 20% as measured by the FCAT Writes.

## G2.B1 Lack of a school wide writing plan

### G2.B1.S1 develop and implement a school wide writing plan

#### Action Step 1

Develop and implement a school wide writing plan

#### Person or Persons Responsible

CRT and language arts teachers

#### Target Dates or Schedule

October- develop school wide plan. Meet quarterly, after each OCPS Writes administration to adjust plan as needed.

#### Evidence of Completion

School wide writing plan that includes all content areas.

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

Develop and implement a school wide writing plan

#### Person or Persons Responsible

Principal and CRT

#### Target Dates or Schedule

October- Monitor the development of the writing plan. Review lesson plans to ensure the use of the writing plan

#### Evidence of Completion

School wide writing plan

### Plan to Monitor Effectiveness of G2.B1.S1

Develop and implement a school wide writing plan

#### Person or Persons Responsible

Language arts teachers and CRT

#### Target Dates or Schedule

October

#### Evidence of Completion

Review plan to ensure it is complete and includes all content areas.

### G2.B2 Lack of consistency in writing instruction among language arts department

#### G2.B2.S1 Provide common planning time for language arts teachers

##### Action Step 1

Provide common planning time for language arts teachers

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

August 2013

#### Evidence of Completion

Master schedule, common planning notes

### Plan to Monitor Fidelity of Implementation of G2.B2.S1

Common planning time for language arts teachers

**Person or Persons Responsible**

Principal, CRT

**Target Dates or Schedule**

Master schedule developed in August. Teachers will meet bi-monthly for common planning

**Evidence of Completion**

Common planning notes, lesson plans

### Plan to Monitor Effectiveness of G2.B2.S1

Teachers will meet regularly for common planning

**Person or Persons Responsible**

Language arts teachers

**Target Dates or Schedule**

bimonthly

**Evidence of Completion**

Common planning notes, lesson plans

### Plan to Monitor Fidelity of Implementation of G2.B2.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B2.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G2.B3** Lack of a system for progress monitoring

**G2.B3.S1** Develop a system for progress monitoring using the OCPS Writes

**Action Step 1**

Develop a system for progress monitoring using the OCPS Write

**Person or Persons Responsible**

Language arts teachers, CRT

**Target Dates or Schedule**

October

**Evidence of Completion**

Written plan for progress monitoring writing

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

Progress monitoring system for writing

**Person or Persons Responsible**

Language arts teachers, CRT

**Target Dates or Schedule**

October

**Evidence of Completion**

Written plan for system of progress monitoring

### Plan to Monitor Effectiveness of G2.B3.S1

Progress monitoring system for writing

**Person or Persons Responsible**

language arts teachers and CRT

**Target Dates or Schedule**

October

**Evidence of Completion**

Written progress monitoring system that includes the use of OCPS Writes and dates for analysis of formative assessment data

### Plan to Monitor Fidelity of Implementation of G2.B4.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### Plan to Monitor Effectiveness of G2.B4.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G2.B4** Lack of data analysis and use of data to drive instruction.

**G2.B4.S2** The leadership team will meet regularly to analyze writing data and adjust writing plan accordingly.

**Action Step 1**

Analysis of writing data to adjust the writing plan as needed

**Person or Persons Responsible**

CRT, principal, language arts teachers

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Notes from team meeting

**Plan to Monitor Fidelity of Implementation of G2.B4.S2**

Analysis of writing data and adjustment to writing plan as needed.

**Person or Persons Responsible**

Principal, CRT, language arts teachers

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Notes from meeting, adjustments to writing plan

**Plan to Monitor Effectiveness of G2.B4.S2**

Analysis of writing data and adjustments to writing plan

**Person or Persons Responsible**

Principal, CRT and language arts teachers

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Notes of meetings, adjustments made to writing plan

**G2.B4.S3 Monitor use of data to drive instruction through review of lesson plans**

**Action Step 1**

Monitor use of data to drive instruction

**Person or Persons Responsible**

Principal, CRT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Lesson plans, common planning notes

**Plan to Monitor Fidelity of Implementation of G2.B4.S3**

Monitor use of data to drive instruction

**Person or Persons Responsible**

Principal, CRT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Lesson plans, common planning notes, classroom walkthroughs

**Plan to Monitor Effectiveness of G2.B4.S3**

Monitor use of data to drive instruction

**Person or Persons Responsible**

Principal, CRT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Lesson plans, common planning notes, classroom walkthroughs

## 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 are a provision 2 Title I school with over 96% of the students on F/R lunch status. We offer a complete free breakfast and lunch to every student every day.

The Title I funds we receive will help us update our school technology with new computers, eBooks for media center, and SMART Boards for three new classrooms.

We also will be using Title I funds for our after school tutoring program from October till May and Saturday EOC Boot-camp sessions in April and May.

## 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.** By June 2014, the percentage of students meeting proficiency in the area of reading will increase from 17% to 25% as measured by the reading portion of the FCAT 2.0

**G1.B1** District scope and sequence includes only common core standards. Students needs access to NGSS Standards in order to demonstrate proficiency on FCAT 2.0

**G1.B1.S1** Create an instructional focus calendar that includes the district scope and sequence (CCS) combined with the NG Standards identified by data to be areas of deficiency.

### PD Opportunity 1

Create instructional focus calendars for language arts and reading courses.

#### Facilitator

District CCSS training

#### Participants

Language Arts and reading teachers

#### Target Dates or Schedule

3 times per year: October, January after benchmark assessment, March

#### Evidence of Completion

Focus calendar and lesson plans

**G1.B4** Lack of data analysis and the use of data to drive instruction

**G1.B4.S1** Language arts and reading teachers will use mini assessment data and Achieve 3000 data to plan differentiated data driven instruction.

**PD Opportunity 1**

Provide professional development to language arts and reading teachers in the area of data analysis and data driven instruction.

**Facilitator**

CRT

**Participants**

Language arts and reading teachers

**Target Dates or Schedule**

Monthly September 2012-May 2014

**Evidence of Completion**

Sign-in sheets Documentation of data analysis in lesson plans Evidence of data driven instruction in lesson plans

## Appendix 2: Budget to Support School Improvement Goals