



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Liberty County High School

12592 NW MYERS ANN ST

Bristol, FL 32321

850-643-2241

lchsbulldogs.com

School Demographics

School Type
High School

Title I
Yes

Free and Reduced Lunch Rate
51%

Alternative/ESE Center
No

Charter School
No

Minority Rate
16%

School Grades History

2013-14
B

2012-13
B

2011-12
C

2010-11
B

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

Liberty County High School

Principal

Aaron Day

School Advisory Council chair

Beckie Brown

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

Name	Title
Cindy Osterberg	Math Department Chair
Kristina Spikes	Language Arts Department Chair
Ivy Harger	Social Studies Department Chair
Whitney McCune	Science Department Chair
Tina Goodman	CTE Department Chair
Christy Brock	AVID Teacher
Laurie Brandon	PBS Coach
Christy Bentley	Special Programs
Aaron Day	Principal
Alex Mercer	Assistant Principal
Donna Summers	Guidance Counselor
Sharmon Parrish	Non-Instructional Representative

District-Level Information

District

Liberty

Superintendent

Tony Anderson

Date of school board approval of SIP

10/7/2013

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

Liberty County utilizes a District Advisory Council format. The majority of the DAC members are not employed by the school district. The DAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (middle and high school only), parents, and

other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Liberty County High School is represented by one instructional personnel, one non-instructional personnel, one high school student, and one parent. School personnel are elected by the staff. The student representative is selected by peers per the guidelines. The parent representative is nominated by parents and has agreed to serve on the District Council.

Principal - Aaron Day

Instructional - Christy Bentley

Non-instructional - Debra Clark

Student - Ben Harger

Parents - Cindy Swier and Hugh Black

Involvement of the SAC in the development of the SIP

They participate in and approve each school's improvement plan.

Activities of the SAC for the upcoming school year

They meet 4-6 times a year to discuss school issues, parent concerns, and state and federal mandates. They also make decisions on the spenditure of lottery and A+ state allocations.

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

State, federal and local funds are coordinated to support school improvement efforts. These funds include FEFP, Reading Allocation, Title I, Title II, Title VI, and IDEA. The amount of funds allocated for each activity is reflected in the 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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Aaron Day

Principal

Years as Administrator: 8

Years at Current School: 1

Credentials

Masters--Educational Leadership

Bachelors--Multilingual/Multicultural Education (K-12 Spanish)

Performance Record

2012-2013 Principal at Hosford School until January
School Grade of "A"

61% of students scored proficient in Reading

63% of students made learning gains in Reading

67% of lowest quartile students made learning gains in Reading

56% of student scored proficient in Math

68% of students made learning gains in Math

75% of lowest quartile students made learning gains in Math

70% of students are meeting state standards in Writing

47% of student are at or above grade level in Science

2011-2012

Principal at Hosford School

School Grade of "A"

64% of students scored proficient in Reading

72% of students made learning gains in Reading

78% of lowest quartile students made learning gains in Reading

52% of student scored proficient in Math

72% of students made learning gains in Math

77% of lowest quartile students made learning gains in Math

79% of students are meeting state standards in Writing

42% of student are at or above grade level in Science

2010-2011 Principal at Hosford School

School Grade of "A"

79% of students scored proficient in Reading

67% of students made learning gains in Reading

58% of lowest quartile students made learning gains in Reading

77% of student scored proficient in Math

62% of students made learning gains in Math

61% of lowest quartile students made learning gains in Math

89% of students are meeting state standards in Writing

57% of student are at or above grade level in Science

Hosford School did NOT make AYP

White students did not make AYP in Reading or Math

Economically Disadvantaged students did not make AYP in
Reading and Math

2009-2010 Principal at Hosford School

School Grade of "A"

82% of students scored proficient in Reading

71% of students made learning gains in Reading

65% of lowest quartile students made learning gains in Reading

78% of students scored proficient in Math

77% of students made learning gains in Math

64% of lowest quartile students made learning gains in Math

88% of students met state standards in Writing

63% of students scored at or above grade level in Science

Hosford School made AYP
White students made AYP in Reading and Math
Economically Disadvantaged students made AYP in Reading but NOT in Math
2008-2009 Assistant Principal at W. R. Tolar K-8 School
School Grade of "B"
71% of students met High Standards in Reading
62% met high standards in Math
85% met high standards in Writing
33% met high standards in Science
62% made learning gains in Reading
60% made learning gains in Math
64% of lowest quartile made learning gains in Reading
62% of lowest quartile made learning gains in Math
White students and Economically Disadvantaged students met AYP in Reading
Students with Disabilities did not meet AYP in Reading
Students with Disabilities met AYP in Math
Economically Disadvantaged and White students did not meet AYP in Math
2007-2008 Assistant Principal at W. R. Tolar K-8 School
School Grade of "A"
67% met high standards in Reading
65% met high standards in Math
72% met high standards in Writing
38% met high standards in Science
68% made learning gains in Reading
75% made learning gains in Math
71% of lowest quartile made learning gains in Reading
81% of lowest quartile made learning gains in Math
White subgroup met AYP in Math and Reading
Economically Disadvantaged and Students with Disabilities did not meet AYP in Math or Reading
2006-2007 Assistant Principal W. R. Tolar K-8 School
School Grade of "C"
69% met High Standards in Reading
60% met High Standards in Math
74% met High Standards in Writing
41% met High Standards in Science
60% made learning gains in Reading
63% made learning gains in Math
57% of lowest quartile made learning gains in Reading
60% of lowest quartile made learning gains in Math
White subgroup met AYP in Reading and Math
Economically Disadvantaged and Students with Disabilities did not meet AYP in Reading or Math
2005-2006 Assistant Principal W. R. Tolar K-8 School
School Grade of "B"
72% met High Standards in Reading
65% met High Standards in Math
79% met High Standards in Writing

60% made Learning Gains in Reading
 62% made Learning Gains in Math
 62% of Lowest Quartile students made Learning Gains in Reading
 White and Economically Disadvantaged subgroups met AYP in Reading
 Students with Disabilities did not meet AYP in Reading
 White subgroup met AYP in Math
 Economically Disadvantaged students and Students with Disabilities did not make AYP in Math

Alex Mercer

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Masters--Educational Leadership
 Bachelors--Radiological Sciences

Performance Record

1st Year Administrator

Classroom Teachers**# of classroom teachers**

24

receiving effective rating or higher

0%

Highly Qualified Teachers

83%

certified in-field

19, 79%

ESOL endorsed

2, 8%

reading endorsed

6, 25%

with advanced degrees

5, 21%

National Board Certified

1, 4%

first-year teachers

4, 17%

with 1-5 years of experience

3, 13%

with 6-14 years of experience

14, 58%

with 15 or more years of experience

3, 13%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

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

Encourage teachers to take endorsement courses and certification exams as deemed necessary (Aaron Day)

Reimbursement for successful completion of subject area exams (District Office)

Beginning Teacher Program (Jill Davis)

Peer Coaching (Department Chair)

Professional Development (Aaron Day)

Frequent Classroom Observations with Feedback (Aaron Day)

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

Each beginning teacher will be required to go through the Beginning Teacher Program. During this program they will work with a retired principal in order to complete different tasks assigned by the district. The mentor will also be responsible for visiting the classroom and providing feedback on her observations. She will also help them complete the Beginning Teacher Portfolio.

Beginning teachers will also receive guidance from their Department Chair. The department chair will meet with the beginning teacher once a week during Department Chair Meetings. During these meetings the department chair will be readily available to answer any questions or concerns that the beginning teacher may have.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS team collaborates with the School Leadership Team and department level teams to maintain an active problem solving process. At the beginning of the school year, each department level team will meet and review universal screening data to identify at-risk students. Department level teams will send a representative to the School Leadership Team/MTSS Leadership Team meetings to present the department level universal screening data and number of students identified as "at-risk". Universal screening data will be reviewed at least three times per school year to identify "at risk" students. Each department level team representative will provide the Leadership Team with monthly updates on progress monitoring data.

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

The MTSS/Leadership will take an active role in the development and implementation of the SIP. The problem-solving process that will be utilized by the MTSS team is essential to both problem identification and implementation of effective solution-focused interventions necessary for school improvement. The team will identify a variety of concerns across all tiers, which will include not only the academic needs but the social/emotional needs of the students.

To address the needs of the students at LCHS, the team will recommend intervention strategies which will include, but are not limited to the following: improvement of behavioral interventions across all tiers, increased individual student progress monitoring, increased assessment guided instruction using individual student progress monitoring data, and continued implementation of weekly grade level team meetings to support increased progress monitoring.

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

Department level teams will meet bi-monthly throughout the school year to review student data and interventions. The department team leader will be responsible for leading the meetings and for recording the minutes to be forwarded to the leadership team. Each teacher will keep a binder of information that includes data for every "at-risk" students in their class. The binder will include student identifying data, parent contact documentation, summaries of contacts with resource providers, interventions utilized, progress monitoring plans, and progress monitoring data. Students who fail to show or exhibit adequate response to interventions will be referred to the MTSS/Leadership Team.

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

Student data (FCAT, EOCs, Classworks, PMRN, STAR) is retrievable through an online data management system. Each teacher has the capability to view student information and disaggregate data by sub-group. Administration can view data by grade, teacher, student, or subject area.

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

Child study team meetings will be held with parents of children who are receiving interventions, yet are still struggling academically. During these meetings, the team will discuss concerns from the teachers, the child, and the parents. Together, an intervention plan will be developed that will be suitable for everyone involved. After 30 days, if academic growth is still not seen, the child will be referred to the district level team for further testing.

The parents and staff should be an integral part of this decision making process, and should help in the development of the interventions.

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:

The 21st Century after school program may be used for any student at LCHS who needs extra help with academics. During this program, the students will have access to certified instructors who will provide service in the following ways: provide tutoring for areas of weakness, provide additional help with homework/classroom assignments, provide help while studying for tests/exams, etc. The 21st Century program also provides tutoring to the extra-curricular teams who may not be able to leave campus and attend the program. They provide additional certified instructors to tutor these students while they are on campus. The tutoring takes place before their athletic events or practices.

Strategy Purpose(s)

- Instruction in core academic subjects

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

During the 21st Century program, the instructors stay in close contact with the teachers at LCHS to insure that improvements are being made. Progress reports and report cards are also viewed to insure progress is being made.

Who is responsible for monitoring implementation of this strategy?

The 21st Century director (Doug Hemanes) is responsible to insure the implementation of this strategy is effective. The classroom teachers will also help monitor these strategies and report back to the 21st Century personnel.

Literacy Leadership Team (LLT)

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

Name	Title
Aaron Day	Principal
Kristina Spikes	Language Arts Teacher
Patti Harrell	Language Arts Teacher
Zandra Graham	Language Arts/Reading Teacher
Matthew Green	Language Arts/Reading/Speech Teacher
Laurie Brandon	Reading Teacher

How the school-based LLT functions

Regularly scheduled meetings (3-4 times a month) are held to discuss literacy issues, disaggregate data and brainstorm solutions. The team members support others on their grade level teams with implementation of school and district-wide literacy initiatives. They also are responsible for the administration of Liberty Writes.

Major initiatives of the LLT

Continue to support the integration of Common Core Anchor Standards in content area classrooms. Professional development was provided Summer 2013.

Continue to improve Monitored Independent Reading (MIR) with consistent practices within all reading classes. Support the implementation of policies and procedures outlined in the district MIR manual.

Monitor WEB (We Expect Better) Challenge which is a tutoring session provided for students at lunch. Students who struggle with reading have difficulty completing assignments given in class and this time is provided to support students' efforts to be successful.

Utilize Springboard curriculum in 9th and 10th grade ELA classes to encourage course rigor.

Continue to use MyAccess writing program in tenth grade ELA classes.

Utilize the program Classworks in all ninth through twelfth grade Reading classes on a regular basis.

Every Teacher Contributes to Reading Instruction

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

All teachers will address reading in their classroom instruction by incorporating discussion and writing strategies from NGCAR-PD and the Common Core Standards during the school year. Administrative staff will conduct classroom walkthroughs and formal observations in all content classes on a regular basis to observe embedded literacy strategies.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The school offers students elective courses in Business, Digital Design, Graphic Design, Construction, Welding, Chorus, Band, Music Theory, Drawing, Childcare, Culinary Arts, JROTC, and Allied Health. Many of these courses focus on job skills. Students may be offered the opportunity to enroll in vocational classes at Chipola College.

A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers provide reading materials and "bell ringers" which may be based on current events.

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

The school offers students elective courses in Business, Digital Design, Graphic Design, Construction, Welding, Chorus, Band, Music Theory, Drawing, Childcare, Culinary Arts, JROTC, and Allied Health. Many of these courses focus on job skills. Industry certification/s can be earned in the following courses: Business, Digital Design, Welding, Culinary Arts, and Allied Health.

The school also offers Dual Enrollment Labs (online courses at LCHS), Dual Enrollment classes of ENC 1101 and 1102 will be taught by a teacher on our campus during the school day, Odysseyware for credit recovery and online courses, access to FLVS online courses, and an AP class in Human Geography.

AVID classes are being implemented this school year for identified students in grades 9 and 10.

Every year, after FCAT testing, students are informed of course choices for next year's curriculum.

Students meet one-on-one or in small groups with a guidance counselor and/or teacher to decide what

classes will be taken. Parents can attend these meetings. Final course selection can be viewed on FOCUS.

Strategies for improving student readiness for the public postsecondary level

Liberty County High School's percentage of graduates completing a college prep curriculum was below the state average. LCHS will focus on encouraging students to take Honors, AP or Dual Enrollment courses by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures and Dual Enrollment.

AVID classes will be implemented this year for identified students in grades 9 and 10 which will focus on encouraging targeted students to take Honors, AP or Dual Enrollment courses. This will include sharing information and requirements to become eligible for Bright Futures and Dual Enrollment.

The guidance counselor will track graduation and Bright Futures requirements and intervene as necessary.

LCHS will offer Dual Enrollment Lab classes in which students will be able to access online college courses with teacher support. LCHS will also offer the Dual Enrollment classes of ENC 1101 and 1102 taught by a teacher on our campus during the school day. LCHS will offer AP Human Geography.

LCHS will offer Industry certification/s for students enrolled in Business, Digital Design, Welding, Culinary Arts, and Allied Health.

The PSAT will be given to all ninth, tenth and eleventh graders.

P.E.R.T. will be given to all identified eleventh graders. Based on the P.E.R.T. results eligibility list, students will be offered MAT 1033, Reading for College Success, and/or Writing for College Success.

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	61%	65%	Yes	65%
American Indian				
Asian				
Black/African American	37%	29%	No	43%
Hispanic				
White	62%	59%	No	66%
English language learners				
Students with disabilities	43%	14%	No	49%
Economically disadvantaged	56%	50%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	29%	30%
Students scoring at or above Achievement Level 4	48	27%	28%

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>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	100	65%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	44	69%	70%

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)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		25%

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>		35%

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	38	45%	46%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		25%

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	80%	49%	No	82%
American Indian				
Asian				
Black/African American				
Hispanic				
White	81%	48%	No	83%
English language learners				
Students with disabilities	74%	17%	No	77%
Economically disadvantaged	82%	55%	No	84%

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>		40%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

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

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		10%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	53%	55%
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	24	48%	50%
Students scoring at or above Achievement Level 4	12	16%	18%

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>		100%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	59%	35%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

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)	4		4
Participation in STEM-related experiences provided for students	4	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	10	42%	50%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	5%
CTE-STEM program concentrators	7		12
Students taking CTE-STEM industry certification exams	2	8%	20%
Passing rate (%) for students who take CTE-STEM industry certification exams		100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	250	83%	90%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	87	29%	35%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		98%	100%
Students taking CTE industry certification exams	44	15%	40%
Passing rate (%) for students who take CTE industry certification exams		86%	90%
CTE program concentrators	112	37%	40%
CTE teachers holding appropriate industry certifications	3	75%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	20	7%	6%
Students in ninth grade with one or more absences within the first 20 days	10	10%	9%
Students in ninth grade who fail two or more courses in any subject	9	10%	7%
Students with grade point average less than 2.0	13	4%	3%
Students who fail to progress on-time to tenth grade	9	10%	7%
Students who receive two or more behavior referrals	10	3%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	20	7%	5%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	27	31%	25%
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)	61	69%	80%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	10	48%	55%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	63	64%	80%

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

See Parent Involvement Plan

Specific Parental Involvement Targets

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

- G1.** The percentage of students scoring 3.5 or higher on FCAT Writing will improve to 46%.
- G2.** The percent of students scoring Level 3 will increase to 50% or greater on the 2014 Geometry EOC.
- G3.** The percentage of students passing the Biology EOC with a 3 or better will increase to 60%.
- G4.** The percent of students scoring Level 3 will increase to 55% or greater on the 2014 Algebra I EOC.
- G5.** To improve the number of students scoring a Level 3 or above on FCAT Reading.

Goals Detail

G1. The percentage of students scoring 3.5 or higher on FCAT Writing will improve to 46%.

Targets Supported

Resources Available to Support the Goal

- Liberty Writes quarterly writing assessment
- MyAccess online writing program
- SpringBoard Writing curriculum

Targeted Barriers to Achieving the Goal

- Sufficient practice
- Attendance

Plan to Monitor Progress Toward the Goal

Increase in writing scores using the Liberty Writes Quarterly Writing Assessments

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Scores on the Liberty Writes Quarterly Writing Assessments

G2. The percent of students scoring Level 3 will increase to 50% or greater on the 2014 Geometry EOC.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Classworks
- Textbook
- WEB
- Technology
- FCAT Explorer

Targeted Barriers to Achieving the Goal

- Attendance

Plan to Monitor Progress Toward the Goal

EOC Data

Person or Persons Responsible

Math Department, Administration

Target Dates or Schedule:

May 2014

Evidence of Completion:

EOC test results

G3. The percentage of students passing the Biology EOC with a 3 or better will increase to 60%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- AVID Strategies (Writing, Inquiry, Collaboration, Organization, Reading)
- Primary Sources
- Content Videos
- Labs

Targeted Barriers to Achieving the Goal

- Reading comprehension of scientific texts
- Critical thinking skills
- Organizing Time and Information

Plan to Monitor Progress Toward the Goal

Progress Monitoring

Person or Persons Responsible

All students

Target Dates or Schedule:

At the end of each 9-weeks

Evidence of Completion:

Performance Matters Assessment

G4. The percent of students scoring Level 3 will increase to 55% or greater on the 2014 Algebra I EOC.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Classworks
- Web
- Technology
- FCAT Explorer
- Algebra Nation

Targeted Barriers to Achieving the Goal

- Attendance

Plan to Monitor Progress Toward the Goal

EOC Data

Person or Persons Responsible

Math Department, Administration

Target Dates or Schedule:

May 2014

Evidence of Completion:

EOC test results

G5. To improve the number of students scoring a Level 3 or above on FCAT Reading.

Targets Supported**Resources Available to Support the Goal**

- Classworks
- Accelerated Reader

Targeted Barriers to Achieving the Goal

- Vocabulary

Plan to Monitor Progress Toward the Goal

Number of students scoring a level 3 or above on FCAT Reading will increase

Person or Persons Responsible

District

Target Dates or Schedule:

Yearly

Evidence of Completion:

FCAT Scores

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The percentage of students scoring 3.5 or higher on FCAT Writing will improve to 46%.

G1.B1 Sufficient practice

G1.B1.S1 Students will use the writing process daily in varying content areas using CCSS literacy standards.

Action Step 1

Students will be given writing assignments that correlate with the CCSS literacy standards

Person or Persons Responsible

Teachers across all disciplines

Target Dates or Schedule

Daily

Evidence of Completion

Student portfolios

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

Student grades will reflect a gain in writing instruction time

Person or Persons Responsible

All teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher will collaborate during grade level and department meetings to ensure that students are being given ample writing opportunities

Plan to Monitor Effectiveness of G1.B1.S1

Liberty Writes, FCAT Writing

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Quarterly and February 2014

Evidence of Completion

FCAT Writing scores

G1.B1.S2 Use of SpringBoard curriculum daily

Action Step 1

Students will use the SpringBoard curriculum

Person or Persons Responsible

Writing teachers

Target Dates or Schedule

Daily

Evidence of Completion

SpringBoard Workbooks and grades

Facilitator:

College Board Presenter

Participants:

Kristina Spikes

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

Writing teachers will check SpringBoard workbooks after each activity

Person or Persons Responsible

Writing teachers

Target Dates or Schedule

Daily

Evidence of Completion

Workbook checks

Plan to Monitor Effectiveness of G1.B1.S2

Grades will reflect writing improvement

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Nine weeks grades

G1.B1.S3 Use of MyAccess online writing tool program bi-weekly to identify strengths and weaknesses in student writing

Action Step 1

Make sure the MyAccess program is accessible to all students in grade 10

Person or Persons Responsible

Technology Director

Target Dates or Schedule

Beginning of the school year

Evidence of Completion

All students in grade 10 are enrolled in MyAccess

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

Writing teacher will monitor completion of writing assignments by students

Person or Persons Responsible

Classroom Writing Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

MyAccess Reports

Plan to Monitor Effectiveness of G1.B1.S3

MyAccess reports will show student growth in writing scores

Person or Persons Responsible

Classroom writing teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

MyAccess Reports

G1.B4 Attendance

G1.B4.S1 Use of the Positive Behavior System "Growl-Out" on Friday's as an incentive to achieve higher student attendance and provide a positive impact on the writing scores

Action Step 1

Compilation of data with regards to attendance and office referrals

Person or Persons Responsible

Principal, Assistant Principal, and Positive Behavior System Team

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in student attendance at the "Growl-Outs"

Action Step 2

"Growl-Outs" on Friday

Person or Persons Responsible

Faculty and Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in student attendance at the "Growl-Outs"

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

Impact on attendance from the "Growl-Outs" on Friday's

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance monitoring for increase in students eligible to attend the "Growl-Outs" on Friday's

Plan to Monitor Effectiveness of G1.B4.S1

"Growl-Outs" on Friday's

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in student attendance reflected by the numbers of students eligible to attend the "Growl-Outs"

G2. The percent of students scoring Level 3 will increase to 50% or greater on the 2014 Geometry EOC.

G2.B1 Attendance

G2.B1.S1 PBS Program (Growl Out) an activity that promotes attendance and positive behavior

Action Step 1

Compilation of data for attendance to Growl Out

Person or Persons Responsible

PBS team, Principal, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in Growl Out attendance

Action Step 2

Growl Out

Person or Persons Responsible

Faculty

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in Growl Out attendance

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

Growl Out

Person or Persons Responsible

Teachers, Principal, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in Growl Out attendance

Plan to Monitor Effectiveness of G2.B1.S1

EOC Data

Person or Persons Responsible

Math Department, Administration

Target Dates or Schedule

May 2014

Evidence of Completion

EOC test results

G2.B1.S2 WEB (We Expect Better) Lunch tutoring support

Action Step 1

WEB (We Expect Better) Lunch tutoring support

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Decrease repeat in WEB attendance

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

WEB (We Expect Better) Lunch tutoring support

Person or Persons Responsible

Teacher, Principal, Assistant Principal

Target Dates or Schedule

Daily

Evidence of Completion

Decrease repeat attendance in WEB

Plan to Monitor Effectiveness of G2.B1.S2

WEB (We Expect Better) Lunch tutoring support

Person or Persons Responsible

Teacher, Principal, Assistant Principal

Target Dates or Schedule

Daily

Evidence of Completion

Decrease repeat attendance in WEB

G3. The percentage of students passing the Biology EOC with a 3 or better will increase to 60%.

G3.B1 Reading comprehension of scientific texts

G3.B1.S1 Close and careful readings of complex and scientific texts that incorporate reading strategies for success

Action Step 1

Primary Texts (scientific papers, news articles, etc.)

Person or Persons Responsible

All students

Target Dates or Schedule

At least once per 9 weeks

Evidence of Completion

Accurate summaries of complex and scientific texts

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

At least one guided reading per 9 weeks

Person or Persons Responsible

All students

Target Dates or Schedule

Once per 9-weeks

Evidence of Completion

Cornell notes from outside, primary source

Plan to Monitor Effectiveness of G3.B1.S1

Answer questions about the text

Person or Persons Responsible

All students

Target Dates or Schedule

Once per 9-weeks

Evidence of Completion

Correctly answer comprehension questions about primary source documents

G3.B1.S2 Guided readings

Action Step 1

Textbook and other information sources

Person or Persons Responsible

All students

Target Dates or Schedule

Weekly

Evidence of Completion

Accurate summaries/interpretation of text, accurate Cornell notes

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

Cornell notes in Interactive Notebooks

Person or Persons Responsible

All students

Target Dates or Schedule

Weekly

Evidence of Completion

Accurate summaries/interpretation of text, accurate Cornell notes

Plan to Monitor Effectiveness of G3.B1.S2

Quiz and Test scores

Person or Persons Responsible

All students

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Accurate summaries/interpretation of text, correct answers to comprehension and extension questions

G3.B1.S3 Build academic vocabulary

Action Step 1

Use academic vocabulary in the classroom

Person or Persons Responsible

All students

Target Dates or Schedule

Daily

Evidence of Completion

Correctly and consistently incorporate academic vocabulary in the classroom setting

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Teacher assessment based on classroom discussion

Person or Persons Responsible

All students

Target Dates or Schedule

Daily

Evidence of Completion

Students will correctly and consistently use academic vocabulary in the classroom

Plan to Monitor Effectiveness of G3.B1.S3

Frequency of academic vocabulary words used in the class discussions

Person or Persons Responsible

All students

Target Dates or Schedule

Daily

Evidence of Completion

Students will correctly and consistently use academic vocabulary in classroom discussions

G3.B2 Critical thinking skills

G3.B2.S1 Guided questioning

Action Step 1

Answer a series of minor questions that can lead to higher level critical thinking questions and answers

Person or Persons Responsible

All students

Target Dates or Schedule

Weekly

Evidence of Completion

Creating Costa's level three questions in Cornell Notes and correct answers to high level quiz, test, and lab questions

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Lab reports, Interactive Notebooks

Person or Persons Responsible

All students

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Completion of high-level questions, incorporating Costa's level 3 questions in Interactive Notebooks

Plan to Monitor Effectiveness of G3.B2.S1

Quiz and Test scores

Person or Persons Responsible

All students

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Higher percentage of correct answers to high-level questions

G3.B3 Organizing Time and Information

G3.B3.S1 Use AVID strategies to organize time and information

Action Step 1

Classroom procedures, Cornell notes, graphic organizers, binders, AVID binders, agendas, and Remind101

Person or Persons Responsible

All students

Target Dates or Schedule

Daily

Evidence of Completion

Neat and organized Interactive Notebooks, AVID binder, and agenda

Facilitator:

Summer 2013 AVID Conference in Orlando

Participants:

Whitney McCune and Rob Wheetley

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Notebook checks

Person or Persons Responsible

All students

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Neat and organized Interactive Notebook and AVID binder

Plan to Monitor Effectiveness of G3.B3.S1

Evidence of repetitions in Interactive Notebook

Person or Persons Responsible

All students

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Highlighting, circling key terms, underlining key concepts, asking questions in left column, up-to-date table of contents, high quiz/test scores

G4. The percent of students scoring Level 3 will increase to 55% or greater on the 2014 Algebra I EOC.

G4.B1 Attendance

G4.B1.S1 PBS Program (Growl Out) to increase attendance

Action Step 1

Growl Out

Person or Persons Responsible

Faculty

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in attendance of Growl Out

Action Step 2

Attendance and Referrals

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in attendance at Growl Out

Action Step 3

Compilation of data

Person or Persons Responsible

PBS Team

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in attendance at Growl Out

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

Growl Out

Person or Persons Responsible

Principal, Assistant Principal, Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in attendance at Growl Out

Plan to Monitor Effectiveness of G4.B1.S1

Growl Out

Person or Persons Responsible

Teachers, Principal, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in Growl Out attendance

G4.B1.S2 WEB (We Expect Better) a Lunch tutoring support program

Action Step 1

WEB

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Decrease in attendance in WEB

Plan to Monitor Fidelity of Implementation of G4.B1.S2

WEB

Person or Persons Responsible

Faculty

Target Dates or Schedule

Daily

Evidence of Completion

Decrease in WEB attendance

Plan to Monitor Effectiveness of G4.B1.S2

WEB

Person or Persons Responsible

Faculty

Target Dates or Schedule

Daily

Evidence of Completion

Decrease in WEB attendance

G5. To improve the number of students scoring a Level 3 or above on FCAT Reading.

G5.B2 Vocabulary

G5.B2.S1 Targeting grade level and above vocabulary in all subject areas for college preparation success

Action Step 1

Identify difficult vocabulary

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Increase in proficiency as demonstrated on the FCAT Reading Vocabulary section

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Targeted vocabulary instruction

Person or Persons Responsible

Administrators

Target Dates or Schedule

Classroom walk-throughs and observations

Evidence of Completion

Classroom walk-through and observation notes and data

Plan to Monitor Effectiveness of G5.B2.S1

Improvement of vocabulary skills as evidenced in improved scores at level 3 or above on the FCAT Reading

Person or Persons Responsible

District

Target Dates or Schedule

Yearly

Evidence of Completion

Vocabulary component of the FCAT Reading

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

Title I, Part A

The services provided by the Liberty County School District under Title I, Part A are integrated and coordinated with other funding sources in the district to ensure that the needs of disadvantaged children and youth are met. Based on the review of student achievement data and identified needs Title I, Part A provides funds to support instructional positions to increase the academic achievement of disadvantaged students. In addition, funds are used to supplement instructional materials in the area of reading and math, to purchase supplemental computer based software and instructional materials to differentiate instruction. Title I, Part A coordinates with Title II to provide ongoing inservice and professional development to assist teachers and staff in core academic subject areas. Planning meetings were held to examine the needs of the district based on the needs of disadvantaged children and youth. Areas of deficiencies included reading, math, science and writing. Professional development activities were planned to address these needs utilizing research based professional development activities. Research based inservice activities supported by Title I, Part A include: professional development in the area of the Florida Continuous Improvement Model, curriculum development/alignment, positive behavior support, monitored independent reading and support for leadership teams to engage in the analysis and disaggregation of school data. Through the coordinated use of funds from Title I, Part A and the School Improvement Initiative grant (1003a) parent involvement opportunities are provided to support activities identified in the parent involvement plan. These activities include but are not limited to Family Theme Nights, parent information nights and other activities designed to increase parent involvement and student achievement. Title I, Part A funds are set aside to support teachers to become highly qualified. This funding source also provides reimbursement for teachers to add subject areas to their teaching certificate which leads to highly qualified status.

Title I, Part C - Migrant

The district coordinates with the PAEC Migrant Liaison to provide migrant services and support to students and parents to ensure student needs are met.

Title I, Part D

The district allocates funds to provide counseling and transition services for students returning to the district from DJJ facilities.

Title II

Planning meetings were held to identify the needs for professional development based on student achievement data. Areas of deficiencies included reading, math, science and writing. Title II, Title I, IDEA and other programs coordinate to provide research based professional development activities in the areas of curriculum development/alignment, differentiated instruction, FCIM, monitored independent reading, leadership teams, and other areas as needs are identified.

Title X - Homeless

Services (clothing, school supplies, social services referrals) are provided for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

The SAI allocation is used to support guidance and data entry positions. Guidance counselors support teachers and student instruction through the coordination of Response to Intervention, assistance with curriculum alignment, data disaggregation, and facilitation of the progress monitoring assessments and printing of reports. The school offers a non-violence and anti-drug program to students that incorporates field trips, community services and counseling.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling.

Nutrition Programs

The district has a wellness plan to address the nutritional needs of all students in the district.

Head Start

The district has a Head Start program. There is collaboration with this program and our other school programs (many of which have Title I funding). At monthly principal meetings, the title programs are reviewed and the implementation is monitored through these meetings. Principals and district staff use collaboration between the programs to meet the needs of students and to close the achievement gap.

Career and Technical Education

Career and Technical programs are provided in the areas of Child Development, Culinary Arts, Construction Technology, Welding, Allied Health, Business Education, and Digital Design.

Job Training

Exceptional students have the opportunity to participate in a job training program that is provided on campus.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The percentage of students scoring 3.5 or higher on FCAT Writing will improve to 46%.

G1.B1 Sufficient practice

G1.B1.S2 Use of SpringBoard curriculum daily

PD Opportunity 1

Students will use the SpringBoard curriculum

Facilitator

College Board Presenter

Participants

Kristina Spikes

Target Dates or Schedule

Daily

Evidence of Completion

SpringBoard Workbooks and grades

G3. The percentage of students passing the Biology EOC with a 3 or better will increase to 60%.

G3.B3 Organizing Time and Information

G3.B3.S1 Use AVID strategies to organize time and information

PD Opportunity 1

Classroom procedures, Cornell notes, graphic organizers, binders, AVID binders, agendas, and Remind101

Facilitator

Summer 2013 AVID Conference in Orlando

Participants

Whitney McCune and Rob Wheetley

Target Dates or Schedule

Daily

Evidence of Completion

Neat and organized Interactive Notebooks, AVID binder, and agenda

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The percentage of students scoring 3.5 or higher on FCAT Writing will improve to 46%.	\$7,147
	Total	\$7,147

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Instructional Materials	\$4,047	\$4,047
Title I	\$3,100	\$3,100
College Board Partnership	\$0	\$0
Total	\$7,147	\$7,147

Budget Details

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

G1. The percentage of students scoring 3.5 or higher on FCAT Writing will improve to 46%.

G1.B1 Sufficient practice

G1.B1.S2 Use of SpringBoard curriculum daily

Action Step 1

Students will use the SpringBoard curriculum

Resource Type

Evidence-Based Program

Resource

SpringBoard curriculum from College Board

Funding Source

Instructional Materials

Amount Needed

\$4,047

G1.B1.S3 Use of MyAccess online writing tool program bi-weekly to identify strengths and weaknesses in student writing

Action Step 1

Make sure the MyAccess program is accessible to all students in grade 10

Resource Type

Evidence-Based Program

Resource

Online writing tool used for scoring

Funding Source

Title I

Amount Needed

\$3,100

G3. The percentage of students passing the Biology EOC with a 3 or better will increase to 60%.

G3.B3 Organizing Time and Information

G3.B3.S1 Use AVID strategies to organize time and information

Action Step 1

Classroom procedures, Cornell notes, graphic organizers, binders, AVID binders, agendas, and Remind101

Resource Type

Evidence-Based Program

Resource

AVID strategies and materials

Funding Source

College Board Partnership

Amount Needed

\$0