



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Alee Academy Charter School

1705 E COUNTY ROAD 44

Eustis, FL 32736

352-357-9426

<http://www.aleeacademy.org>

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate*[Data Not Available]***Alternative/ESE Center**

Yes

Charter School

Yes

Minority Rate*[Data Not Available]*

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Alee Academy Charter School

Principal

Jennings Neeld

School Advisory Council chair

Martha Cohen

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

Name	Title
Jennings Neeld	Principal
Robin Valentino	Asst. Principal
Cindy Emerick	English Chair
Stefani Monn	Math Chair
Trey Safrit	History Chair
Patricia Mann	Science Chair

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

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

Martha Cohen – Com/Bus
 Rachel Holtzclaw – Com/Bus
 Carl Pettitt – Com/Bus
 Mary Jane Hartwright – Com/Bus
 Chloe Bonds-Wormack – Com/Bus
 Jennings Neeld – Principal
 Robin Valentino – Assistant Principal
 Toya Cumings – Parent
 Carmen Sims – Parent
 Chris Murray – Parent
 Gwendolyn Arriaga - Parent

Involvement of the SAC in the development of the SIP

The SAC will review the SIP and offer input as to the goals and objectives.

Activities of the SAC for the upcoming school year

During the year the SAC will continue to work with the Leadership team to increase the number of at-risk students who do not drop out of school but successfully graduate from high school.

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

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:

Jennings Neeld

Principal	Years as Administrator: 14	Years at Current School: 14
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Credentials BS Business, MEdL

Performance Record

- 2012-2013 – No Rating
- 2011-2012 – No Rating
- 2010-2011 – No Rating
- 2009-2010 – Declining, AYP 67%
- 2008-2009 – Declining, AYP 82%
- 2007-2008 – Declining, AYP 79%
- 2006-2007 - P, AYP 79%

Robin Valentino

Asst Principal	Years as Administrator: 3	Years at Current School: 7
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Credentials BA Ed, MEd, MEdL

Performance Record

- 2012-2013 – No Rating
- 2011-2012 – No Rating
- 2010-2011 – No Rating

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

10

receiving effective rating or higher

10, 100%

Highly Qualified Teachers

100%

certified in-field

10, 100%

ESOL endorsed

7, 70%

reading endorsed

3, 30%

with advanced degrees

7, 70%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

7, 70%

with 15 or more years of experience

3, 30%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

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

0

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

1. Solicit referrals from current employees and area school administrators.
2. Professional In-services and regular meetings with new teachers, site administrator and principal.
3. Partner new teachers with veteran staff.
4. Salaries and health benefits comparable to surrounding schools.

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

Mentoring is a valuable tool especially within our alternative education environment. Our mentoring program for new teachers is more than a support mechanism as it aides in the retention and job satisfaction of the new teacher. The program partners the new teacher with an experienced teacher who is teaching the same curriculum. During the school year the new teacher is supported through classroom visits and observations with feedback; conferences and collaboration with their mentor and the administration; participation in PLC; and participation in professional development for best practices.

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 Leadership Team will focus on “students first.” The team will seek ways to develop and maintain an RtI system, which through problem-solving techniques, will bring about increased academic achievement for our students.

The teams will meet weekly to engage on the following activities, which include:

- Review student data and align with instructional decisions
- Review progress monitoring data at the student level, classroom level, and grade level to identify students who are meeting/exceeding benchmarks, at moderate or at high risk of not meeting benchmarks.

- Identify based on the data, professional development and resources to be utilized throughout the school.
- Meet with the entire instructional staff, at least monthly, to problem solve, share effective practices, evaluate the implementation of RtI, make decisions on progress, and practice new processes and skills.

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

The roles and functions of the RTI Leadership Team are:

Principal: Promotes a common vision for the use of data-based decision-making; assures the school-based team implements RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; assures instructional staff receives professional development to support RtI implementation; and communicates with parents and stakeholders the school-based RtI plans and activities.

Intensive Reading Teachers: Provide intensive reading instruction utilizing "LANGUAGE!" The Comprehensive Literacy Curriculum; assure the FAIR is administered to each student during each of the assessment periods: facilitate and support the data collection activities; assist in the data analysis; provide guidance to the content area instructors in the alignment of the school wide plan for reading across the content areas; provide professional development and assistance to the content area teachers regarding data-based instructional planning; and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Content Area Teachers: Provide information about the content area instruction; participate in the data collection for the students; deliver Tier 1 instruction/intervention; collaborate with the other staff to implement Tier 2 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Guidance Counselor: Participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; provide support for professional development and technical assistance for problem-solving activities including data collection, analysis, intervention planning, and assist in the data-based decision making activity.

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

EduSoft Math, Science, Reading, Writing, History
Progress Monitoring and Reporting Network
Florida Comprehensive Assessment Tests
Stanford Diagnostic Reading Test
Stanford Diagnostic Math Test
FCAT Achiever

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Florida Assessment In Reading (FAIR), Stanford Diagnostic Reading & Math Tests (SDRT & SDMT), EduSoft Math, FCAT Achiever, and FCAT Star
Progress Monitoring: PMRN, FAIR, Accelerated Math, EduSoft Math, FCAT Achiever, Demographics, Attendance, and Discipline
Midyear: FAIR, Accelerated Math, EduSoft Math, FCAT Achiever
End of Year: FAIR, FCAT
Frequency of Data Days: Once each month

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

The Rtl Leadership Team will meet with the School Advisory Committee (SAC) and principal to assist in the development of the School Improvement Plan (SIP). The team will provide Tier 1, Tier 2, and Tier3 targets, based in the preliminary data received. These include: academic and behavioral areas that need to be addressed; the clear expectations for instruction (Rigor, Relevance, Relationships); and the development of strategies that are researched-based, which focus on the individual student’s increased academic achievement and behavior.

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: Weekend Program

Minutes added to school year: 7,200

The increased/extended day learning opportunities provides focused, alternative learning opportunities that support achievement, so that all students experience educational success and move forward on their path to graduation. This is accomplished through the 4 hour blocks of tutoring made available each week to each and every student in the school. Instruction is primarily focused on core academics.

Strategy Purpose(s)

- Instruction in core academic subjects

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

To determine the effectiveness of this strategy, the data collected will be in the same format and from the same data systems as that for the MTSS and Rtl. However, the data from those students who chose to participate in the extended learning opportunities will be analyzed as a special group separate from that of each grade level and/or the school.

Who is responsible for monitoring implementation of this strategy?

Asst. Principal

Literacy Leadership Team (LLT)

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

Name	Title
Cindy Emerick	Englsh & Intensive Reading Teacher
Stefani Monn	Math Teacher
Trey Safrit	History Teacher
Patricia Mann	Science Teacher

How the school-based LLT functions

The LLT will introduce researched based strategies for reading and writing, which will be implemented through the content area PLCs that target reading comprehension.

Major initiatives of the LLT

The major initiatives of the LLT this year will be:

- Identify research based best practices to improve reading comprehension.
- Select five (5) cross curricular reading strategies which will be implemented throughout the school.
- Present to the staff through staff development and in-service the five (5) strategies/approaches for cross curriculum instruction.
- Assist in the implementation of the five (5) strategies/approaches across curriculum.
- Support the content area teams through regular meetings and then as needed.

Evaluate the effectiveness of the implementation strategies/approaches for reading comprehension across curriculum based on teacher artifacts.

Every Teacher Contributes to Reading Instruction

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

The plan for teaching reading in each content area is:

- The LLT will provide staff development to all teachers in the five (5) researched based strategies that will be implemented across curriculum.
- The LLT will implement and provide continuous support to faculty throughout the school year.
- The LLT and administration will monitor the implementation of the five (5) strategies/approaches through the evaluation of teacher provided artifacts, classroom walk-throughs, and content area team meetings.

To date 30% of the teachers have earned or are in the process of obtaining their reading endorsements. The goal is to have the remaining teachers enroll in the NGCARPD program during the 2014 school year.

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

Alee Academy will continue with the Florida Ready to Work Credential Program for all juniors and seniors. The school counselor also performs Career Exploration for the students through lesson plans developed and delivered by the Guidance department. Further, all students have the opportunity to take the ASVAB test during the fall and spring. The fall sessions will be scheduled for September with results review in October.

Teachers in each classroom make every effort to connect lessons to real world practice. Administration and Guidance make their connection when counseling individual students on behavioral and academic issues. In Environmental, Biology, Earth Space and Physical science classes the students have available as a means to provide experiences relevant to their future through hydroponics, butterfly garden, water testing, and the schools weather stations. Computer education classes offer 11th and 12th grade students the ability to take part in the Florid Ready to Work program to gain practice in real world applications. Furthermore, the Southside Eatery is a "sub shop" which is owned and operated by the students, which provides real life experiences in customer service, profit and loss, as well as planning, organizing, and ordering foods as well as product necessary to successfully run a restaurant.

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

As an alternative school, course selection is made based on the individual needs of the student. Administration and the Guidance Department review each student's academic progress based on the student's current high school transcript. Credits needed for graduation as well as grade forgiveness are the first priority for scheduling. Student schedules are reviewed with the parents and their students to assure everyone understands what must be accomplished for successful high school graduation. A career plan is developed for all incoming students through the guidance department. Career plans are reviewed and revised on a yearly basis until graduation.

Strategies for improving student readiness for the public postsecondary level

All students with disabilities age 16 and older have measureable postsecondary goals in the areas of educational training and employment, as required by IDEA. These goals are developed by the IEP Team with input from the student and are intended to assist students in planning annual strategies to work toward these goals.

During the student's junior and senior years, eligible students are provided the opportunity for the dual enrollment and/or the work study internship program. Through these programs the students are enrolled in Lake Technical Center for certificated course work, in Lake Sumter Community College for college course work, or internships at local businesses through the Guided Work Learning program. These programs aid students by preparing them for continuing education and/or careers.

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		<i>[data excluded for privacy reasons]</i>	11%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	7%

Florida Alternate Assessment (FAA)

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

Learning Gains

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

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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		<i>[data excluded for privacy reasons]</i>	21%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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			
Students scoring at or above Level 7			

Learning Gains

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

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.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	11%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	13%
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			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		13%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		7%

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)			
Participation in STEM-related experiences provided for students			

High Schools

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

Area 6: Career and Technical Education (CTE)

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

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			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Graduation

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

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase percentage of parental involvement in school functions by 5 percentage points.	28	15%	20%

Area 10: Additional Targets

Additional targets for the school

Academic Success of Alternative Students
Bully Free School

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase student’s academic success in the completion of assigned class work and homework.			TBD%
Establish and maintain a school culture which is both safe and conducive to enhanced student achievement.			TBD%
Decrease the incidents of bullying while on campus and through the internet.			0%

Goals Summary

- G1.** Increase student achievement through improved attendance.
- G2.** Increase the number of students reading at or above achievement level on FCAT 2.0 by 5%
- G3.** Increase the number of students making satisfactory progress on the Algebra 1 and Geometry EOC by 10 percentage points.
- G4.** Improve the percentage of students scoring at achievement level 3.5 or higher by 10 percentage points on the FCAT Writes.

Goals Detail

G1. Increase student achievement through improved attendance.

Targets Supported

- Writing
- Math ()
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Transportation
- Teachers
- Paraprofessionals
- Office Staff
- Administration
- Parents

Targeted Barriers to Achieving the Goal

- Students lack of motivation and engagement
- Family circumstances which may increase time out of school

Plan to Monitor Progress Toward the Goal

The data will be reviewed. If the strategy is successful the plan will continue to be implemented with fidelity. If the results are questionable or poor, the strategy will be re-evaluated and adjusted accordingly.

Person or Persons Responsible

Principal and Asst Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Lesson plans, classroom observations, student attendance and student referral data.

G2. Increase the number of students reading at or above achievement level on FCAT 2.0 by 5%**Targets Supported**

- Reading (FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Classroom teachers
- Parents
- Study guides

Targeted Barriers to Achieving the Goal

- The students enrolled in the intensive reading classes are reading at a 5th grade level.
- Student's lack of motivation and engagement
- Poor student attendance

Plan to Monitor Progress Toward the Goal

The data/evidence will be evaluated for the strategy's effectiveness. If the strategy proves to be successful, the plan will continue to be implemented with fidelity and monitored at regular intervals for continued positive results. Should the strategy provide results that are either questionable or poor, the strategy will be reevaluated, adjusted accordingly, or discontinued and replaced with a more effective strategy.

Person or Persons Responsible

Principal and Asst Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

G3. Increase the number of students making satisfactory progress on the Algebra 1 and Geometry EOC by 10 percentage points.**Targets Supported**

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Classroom teachers
- Parents
- Study guides

Targeted Barriers to Achieving the Goal

- The students enrolled in Algebra math classes are performing at a 6th grade math level.
- Student's lack of motivation and engagement
- Poor student attendance

Plan to Monitor Progress Toward the Goal

The data/evidence will be evaluated for the strategy's effectiveness. If the strategy proves to be successful, the plan will continue to be implemented with fidelity and monitored at regular intervals for continued positive results. Should the strategy provide results that are either questionable or poor, the strategy will be reevaluated, adjusted accordingly, or discontinued and replaced with a more effective strategy.

Person or Persons Responsible

Principal and Asst Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

G4. Improve the percentage of students scoring at achievement level 3.5 or higher by 10 percentage points on the FCAT Writes.

Targets Supported

- Reading ()
- Writing
- Math ()
- Social Studies
- Science

Resources Available to Support the Goal

- Classroom teachers
- Parents
- Study guides

Targeted Barriers to Achieving the Goal

- Students not taking time for planning to organize ideas surrounding topic and their lack of application in the practice of writing
- Students lack of motivation and engagement
- Poor student attendance

Plan to Monitor Progress Toward the Goal

The data/evidence will be evaluated for the strategy's effectiveness. If the strategy proves to be successful, the plan will continue to be implemented with fidelity and monitored at regular intervals for continued positive results. Should the strategy provide results that are either questionable or poor, the strategy will be reevaluated, adjusted accordingly, or discontinued and replaced with a more effective strategy.

Person or Persons Responsible

Principal and Asst Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement through improved attendance.

G1.B1 Students lack of motivation and engagement

G1.B1.S1 Teachers will utilize PBS to offer student incentives for good attendance and participation in classroom assignments.

Action Step 1

The PBS system will create a positive learning environment by recognizing our students for simply doing the right thing. Each day, each class period, they have the opportunity to earn "tickets" for the positive behaviors they display. Tickets are then used by the students to obtain the rewards. They are able to "purchase" their rewards at the school store or they can bank their tickets to be spent at the school-wide auction held at the end of the school year. For our students, this is intended to drive them to be in class everyday and to do their best.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

PBS ticket bank deposits, mid-year and end of year PBS report, PBS survey, participation in PBS store

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

Monthly staff meetings addressing PBS system

Person or Persons Responsible

Asst Principal and classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of G1.B1.S1

PBS account balances by student and PBS account balances by classroom teacher will be monitored each month. Successful implementation will produce increased student attendance, on-task behavior and decreased student referrals. Poor implementation will result in decreased attendance, increased classroom disruptions and student referrals. If poor results are observed, a review of the PBS system and its implementation will be conducted with the classroom teachers.

Person or Persons Responsible

Asst Principal

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

PBS account balances, student referrals and staff meeting minutes

G1.B1.S2 Teachers will design instructional time in a format that addresses multiple learning styles.

Action Step 1

Classroom instruction will consist of chunking Instruction within a lesson to keep a quick pace and to address different learning styles. In this way, teachers will address the introverted and extroverted learners in the class, among other learning styles. The pace is quick, which helps with attention. The students have an opportunity to take in learning, discuss it and apply it many times in different ways. Students have opportunities to practice within small groups before they work independently.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom walk-thrus and observations

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

Lesson plans and classroom walk-thrus

Person or Persons Responsible

Principal and Asst Principal

Target Dates or Schedule

Daily, Weekly, Monthly

Evidence of Completion

Notes from classroom walk-thrus

Plan to Monitor Effectiveness of G1.B1.S2

Weekly lesson plans and classroom walk-thrus will be used to evaluate the successful implementation of this strategy. Successful implementation will produce increased student attendance, on-task behavior and decreased student referrals. Poor implementation will result in decreased attendance, increased classroom disruptions and student referrals. If poor results are observed, individual feedback based on the classroom observation will be provided to the classroom teacher.

Person or Persons Responsible

Principal and Asst Principal

Target Dates or Schedule

Daily, weekly, monthly

Evidence of Completion

Classroom observation notes and feedback

G1.B2 Family circumstances which may increase time out of school

G1.B2.S1 Increased communication with parents /guardians to offer assistance or support based on individual circumstances.

Action Step 1

Phone calls home for each absence. Open communication through the school's website and email. Monthly newsletter to parents. Offer parents/guardians referrals to community support organizations.

Person or Persons Responsible

School Counselor, office staff, journalism teacher, teachers and administrators.

Target Dates or Schedule

Daily, weekly, monthly, on-going

Evidence of Completion

Daily attendance data, telephone log, emails, newsletters, community referral records.

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

Review of the attendance records and telephone log to ensure the calls are being made to the parents. Follow-up on parent emails and community referrals.

Person or Persons Responsible

Administration, guidance and teachers

Target Dates or Schedule

Daily, weekly, monthly

Evidence of Completion

Completed telephone logs which match the daily absentee list. Guidance notes of community referrals and follow-up.

Plan to Monitor Effectiveness of G1.B2.S1

Parent feedback, on-going parent contact, emails, annual parental surveys.

Person or Persons Responsible

Principal and Asst Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Increased parental involvement and student attendance

G2. Increase the number of students reading at or above achievement level on FCAT 2.0 by 5%

G2.B1 The students enrolled in the intensive reading classes are reading at a 5th grade level.

G2.B1.S1 Teachers will provide the Stanford Diagnostic Reading Test (SDRT), FAIR and FCAT Achiever assessments to monitor student progress.

Action Step 1

Classroom teachers will administer various diagnostic tests to evaluate student reading levels at regular intervals, and adjust instruction accordingly depending on individual results.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

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

At weekly/monthly department meetings, teachers will review their progress on testing new students and analyzing the results for determining their students' current reading levels. They will then identify necessary adjustments in instruction warranted by test results.

Person or Persons Responsible

Department Chairs

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Effectiveness of G2.B1.S1

Meet with department chairs as well as conduct classroom observations and evaluate lesson plans to monitor the implementation of the strategy.

Person or Persons Responsible

Asst Principal

Target Dates or Schedule

Monthly and Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

G2.B1.S2 Teachers will through various teaching techniques help students connect the need for comprehensive reading skill with their lives outside of school.

Action Step 1

All classroom teachers will help students connect the need for comprehensive reading skills with their lives outside of school by bringing the outside world into the classroom through real life texts such as car owner manuals, magazines, instruction manuals, newspapers, loan applications, etc.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT

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

At weekly/monthly department meetings, teachers will review their progress on help students connect the need for comprehensive reading skills with their lives outside of school, and identify any necessary adjustments in instruction warranted by results.

Person or Persons Responsible

Department Chairs

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Effectiveness of G2.B1.S2

Meet with department chairs as well as conduct classroom observations and evaluate lesson plans to monitor the implementation of the strategy.

Person or Persons Responsible

Asst Principal

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

G2.B1.S3 Teachers will utilize strategies and materials that allow students to engage in more high interest reading activities of choice.

Action Step 1

All classroom teachers will utilize strategies and materials that allow students to engage in more high interest reading activities of choice.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Fidelity of Implementation of G2.B1.S3

At weekly/monthly department meetings, teachers will review their progress on utilizing strategies and materials that allow students to engage in more high interest reading activities of choice, and identify any necessary adjustments in instruction warranted by results.

Person or Persons Responsible

Department Chairs

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Effectiveness of G2.B1.S3

Meet with department chairs as well as conduct classroom observations and evaluate lesson plans to monitor the implementation of the strategy.

Person or Persons Responsible

Asst Principal

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

G2.B1.S4 Teachers will utilize bell ringers, reading and writing across curriculums, and vocabulary instruction.

Action Step 1

All classroom teachers will utilize bell ringers as warm-up activities, along with reading and writing across curriculums, and incorporate content specific vocabulary instruction into daily lessons.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear

Plan to Monitor Fidelity of Implementation of G2.B1.S4

At weekly/monthly department meetings, teachers will review their progress on utilizing bell ringers, reading and writing across curriculums and vocabulary instruction, and identify any necessary adjustments in instruction warranted by results.

Person or Persons Responsible

Department Chairs

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Effectiveness of G2.B1.S4

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Person or Persons Responsible

Asst Prinicipal

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

G2.B1.S5 Teachers will utilize SDRT, FCAT Achiever, FAIR, and FCAT Explorer to supplement and measure instruction.

Action Step 1

Classroom teachers will utilize SDRT, FCAT Achiever, FAIR, and FCAT Explorer to supplement and measure instruction at regular intervals, and adjust instruction accordingly depending on individual results.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT

Plan to Monitor Fidelity of Implementation of G2.B1.S5

At weekly/monthly department meetings, teachers will review their progress on utilizing SDRT, FCAT Achiever, FAIR, and FCAT Explorer to supplement and measure instruction, and identify necessary adjustments in instruction warranted by the results.

Person or Persons Responsible

Department Chairs

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Effectiveness of G2.B1.S5

Meet with department chairs as well as conduct classroom observations and evaluate lesson plans to monitor the implementation of the strategy.

Person or Persons Responsible

Asst Principal

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

G2.B2 Student's lack of motivation and engagement

G2.B2.S1 Teachers will design instructional time in a format that addresses multiple learning styles.

Action Step 1

Classroom instruction will consist of chunking instruction within a lesson to keep a quick pace and to address different learning styles. In this way, teachers will address the introverted and extroverted learners in the class, among other learning styles. The pace is quick, which helps with attention. The students have an opportunity to take in learning, discuss it and apply it many times in different ways. Students have opportunities to practice within small groups before they work independently.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom walk-thrus and observations

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

Lesson plans and classroom walk-thrus

Person or Persons Responsible

Principal and Asst Principal

Target Dates or Schedule

Daily, weekly, monthly

Evidence of Completion

Notes from classroom walk-thrus

Plan to Monitor Effectiveness of G2.B2.S1

Weekly lesson plans and classroom walk-thrus will be used to evaluate the successful implementation of this strategy. Successful implementation will produce increased student attendance, on-task behavior and decreased student referrals. Poor implementation will result in decreased attendance, increased classroom disruptions and student referrals. If poor results are observed, individual feedback based on the classroom observation will be provided to the classroom teacher.

Person or Persons Responsible

Principal and Asst Principal

Target Dates or Schedule

Daily, weekly, monthly

Evidence of Completion

Classroom observation notes and feedback

G2.B3 Poor student attendance

G2.B3.S1 Teachers will utilize PBS to offer student incentives for good attendance and participation in classroom assignments.

Action Step 1

The PBS system will create a positive learning environment by recognizing our students for simply doing the right thing. Each day, each class period, they have the opportunity to earn "tickets" for the positive behaviors they display. Tickets are then used by the students to obtain the rewards. They are able to "purchase" their rewards at the school store or they can bank their tickets to be spent at the school-wide auction held at the end of the school year. For our students, this is intended to drive them to be in class everyday and to do their best.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

PBS ticket bank deposits, mid-year and end of year PBS report, PBS survey, participation in PBS store

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

Monthly staff meetings addressing PBS system

Person or Persons Responsible

Asst Principal and classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of G2.B3.S1

PBS account balances by student and PBS account balances by classroom teacher will be monitored each month. Successful implementation will produce increased student attendance, on-task behavior and decreased student referrals. Poor implementation will result in decreased attendance, increased classroom disruptions and student referrals. If poor results are observed, a review of the PBS system and its implementation will be conducted with the classroom teachers.

Person or Persons Responsible

Asst Principal

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

PBS account balances, student referrals and staff meeting minutes

G3. Increase the number of students making satisfactory progress on the Algebra 1 and Geometry EOC by 10 percentage points.

G3.B1 The students enrolled in Algebra math classes are performing at a 6th grade math level.

G3.B1.S1 Teachers will provide instruction to introduce, demonstrate and allow students to practice various math skills based on the individual and class needs.

Action Step 1

Classroom teachers will provide instruction to introduce, demonstrate and allow students to practice various math skills based on the individual and class needs.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

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

At weekly/monthly department meetings, teachers will review their progress on providing instruction to introduce, demonstrate and allow students to practice various math skills based on the individual and class needs, and identify necessary adjustments in instruction warranted by the results.

Person or Persons Responsible

Department Chairs

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT

Plan to Monitor Effectiveness of G3.B1.S1

Meet with department chairs as well as conduct classroom observations and evaluate lesson plans to monitor the implementation of the strategy.

Person or Persons Responsible

Asst Principal

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

G3.B1.S2 Teachers will use various teaching techniques to help students connect the need for math skill with their lives outside of school.

Action Step 1

All classroom teachers will help students connect the need for math skills with their lives outside of school by bringing the outside world into the classroom through real life texts and situations such as car owner manuals, magazines, instruction manuals, newspapers, loan applications, bank statements, home improvement projects, investments, etc.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

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

At weekly/monthly department meetings, teachers will review their progress on helping students connect the need for math skills with their lives outside of school, and identify necessary adjustments in instruction warranted by the results.

Person or Persons Responsible

Department Chairs

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S3 Teachers will utilize strategies and materials that allow students to engage in more real world math activities.

Action Step 1

Classroom teachers will utilize strategies and materials that allow students to engage in more real world math activities, by bringing the real world into the classroom through guest speakers and real-life situations that require math skills.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

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

At weekly/monthly department meetings, teachers will review their progress on utilizing strategies and materials that allow students to engage in more real world math activities, and identify necessary adjustments in instruction warranted by the results.

Person or Persons Responsible

Department Chairs

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Effectiveness of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S4 Teachers will utilize bell ringers, mini assessments, math manipulatives, hands-on activities, and vocabulary instruction.

Action Step 1

Classroom teachers will utilize bell ringers as warm-up activities, along with mini assessments, math manipulatives, hands-on activities, and incorporate content specific vocabulary instruction into daily lessons.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Fidelity of Implementation of G3.B1.S4

At weekly/monthly department meetings, teachers will review their progress on utilizing bell ringers, mini assessments, math manipulatives, hands-on activities, and vocabulary instruction, and identify necessary adjustments in instruction warranted by the results.

Person or Persons Responsible

Department Chairs

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Effectiveness of G3.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S5 Teachers will utilize Accelerated Math and Edusoft to supplement and measure instruction.

Action Step 1

Classroom teachers will utilize Accelerated Math and Edusoft to supplement and measure instruction.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

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

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Person or Persons Responsible

Department Chairs

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Effectiveness of G3.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 Student's lack of motivation and engagement

G3.B2.S1 Teachers will design instructional time in a format that addresses multiple learning styles.

Action Step 1

Classroom instruction will consist of chunking Instruction within a lesson to keep a quick pace and to address different learning styles. In this way, teachers will address the introverted and extroverted learners in the class, among other learning styles. The pace is quick, which helps with attention. The students have an opportunity to take in learning, discuss it and apply it many times in different ways. Students have opportunities to practice within small groups before they work independently.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom walk-thrus and observations

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

Lesson plans and classroom walk-thrus

Person or Persons Responsible

Principal and Asst Principal

Target Dates or Schedule

Daily, Weekly, Monthly

Evidence of Completion

Notes from classroom walk-thrus

Plan to Monitor Effectiveness of G3.B2.S1

Weekly lesson plans and classroom walk-thrus will be used to evaluate the successful implementation of this strategy. Successful implementation will produce increased student attendance, on-task behavior and decreased student referrals. Poor implementation will result in decreased attendance, increased classroom disruptions and student referrals. If poor results are observed, individual feedback based on the classroom observation will be provided to the classroom teacher.

Person or Persons Responsible

Principal and Asst Principal

Target Dates or Schedule

Daily, weekly, monthly

Evidence of Completion

Classroom observation notes and feedback

G3.B3 Poor student attendance

G3.B3.S1 Teachers will utilize PBS to offer student incentives for good attendance and participation in classroom assignments.

Action Step 1

The PBS system will create a positive learning environment by recognizing our students for simply doing the right thing. Each day, each class period, they have the opportunity to earn "tickets" for the positive behaviors they display. Tickets are then used by the students to obtain the rewards. They are able to "purchase" their rewards at the school store or they can bank their tickets to be spent at the school-wide auction held at the end of the school year. For our students, this is intended to drive them to be in class everyday and to do their best.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

PBS ticket bank deposits, mid-year and end of year PBS report, PBS survey, participation in PBS store

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

Monthly staff meetings addressing PBS system

Person or Persons Responsible

Asst Principal and classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly meeting notes

Plan to Monitor Effectiveness of G3.B3.S1

PBS account balances by student and PBS account balances by classroom teacher will be monitored each month. Successful implementation will produce increased student attendance, on-task behavior and decreased student referrals. Poor implementation will result in decreased attendance, increased classroom disruptions and student referrals. If poor results are observed, a review of the PBS system and its implementation will be conducted with the classroom teachers.

Person or Persons Responsible

Asst Principal

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

PBS account balances, student referrals and staff meeting notes.

G4. Improve the percentage of students scoring at achievement level 3.5 or higher by 10 percentage points on the FCAT Writes.

G4.B1 Students not taking time for planning to organize ideas surrounding topic and their lack of application in the practice of writing

G4.B1.S1 Language arts department will supply writing graphic organizers and other material to content area teachers.

Action Step 1

The language arts department will supply writing graphic organizers and other material to content area teachers to assist them in incorporating writing across the curriculum.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

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

At weekly/monthly department meetings, teachers will review their progress on supplying writing graphic organizers and other material to content area teachers, and identify necessary adjustments warranted by the results.

Person or Persons Responsible

Department Chairs

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Effectiveness of G4.B1.S1

Meet with department chairs as well as conduct classroom observations and evaluate lesson plans to monitor the implementation of the strategy.

Person or Persons Responsible

Asst Principal

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

G4.B1.S2 Teachers will utilize higher order questioning and a variety of materials to address writing across the curriculum.

Action Step 1

All classroom teachers will utilize higher order questioning and a variety of materials, such as writing graphic organizers, to address writing across the curriculum.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

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

At weekly/monthly department meetings, teachers will review their progress on utilizing higher order questioning and a variety of materials to address writing across the curriculum, and identify any necessary adjustments in instruction warranted by the results.

Person or Persons Responsible

Department Chairs

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B1.S3 Teachers will utilize journaling with the students to inspire free writing activities.

Action Step 1

All classroom teachers will utilize journaling with the students to inspire free writing activities.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Fidelity of Implementation of G4.B1.S3

At weekly/monthly department meetings, teachers will review their progress on utilizing journaling with the students to inspire free writing activities, and identify necessary adjustments in instruction warranted by the results.

Person or Persons Responsible

Department Chairs

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Effectiveness of G4.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 Students lack of motivation and engagement

G4.B2.S1 Teachers will design instructional time in a format that addresses multiple learning styles.

Action Step 1

Classroom instruction will consist of chunking Instruction within a lesson to keep a quick pace and to address different learning styles. In this way, teachers will address the introverted and extroverted learners in the class, among other learning styles. The pace is quick, which helps with attention. The students have an opportunity to take in learning, discuss it and apply it many times in different ways. Students have opportunities to practice within small groups before they work independently.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom walk-thrus and observations

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Lesson plans and classroom walk-thrus

Person or Persons Responsible

Principal and Asst Principal

Target Dates or Schedule

Daily, Weekly, Monthly

Evidence of Completion

Notes from classroom walk-thrus

Plan to Monitor Effectiveness of G4.B2.S1

Weekly lesson plans and classroom walk-thrus will be used to evaluate the successful implementation of this strategy. Successful implementation will produce increased student attendance, on-task behavior and decreased student referrals. Poor implementation will result in decreased attendance, increased classroom disruptions and student referrals. If poor results are observed, individual feedback based on the classroom observation will be provided to the classroom teacher.

Person or Persons Responsible

Daily, weekly, monthly

Target Dates or Schedule

Principal and Asst Principal

Evidence of Completion

Classroom observation notes and feedback

G4.B3 Poor student attendance

G4.B3.S1 Teachers will utilize PBS to offer student incentives for good attendance and participation in classroom assignments.

Action Step 1

The PBS system will create a positive learning environment by recognizing our students for simply doing the right thing. Each day, each class period, they have the opportunity to earn "tickets" for the positive behaviors they display. Tickets are then used by the students to obtain the rewards. They are able to "purchase" their rewards at the school store or they can bank their tickets to be spent at the school-wide auction held at the end of the school year. For our students, this is intended to drive them to be in class everyday and to do their best.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

PBS ticket bank deposits, mid-year and end of year PBS report, PBS survey, participation in PBS store

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Monthly staff meetings addressing PBS system

Person or Persons Responsible

Asst Principal and classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Minutes

Plan to Monitor Effectiveness of G4.B3.S1

PBS account balances by student and PBS account balances by classroom teacher will be monitored each month. Successful implementation will produce increased student attendance, on-task behavior and decreased student referrals. Poor implementation will result in decreased attendance, increased classroom disruptions and student referrals. If poor results are observed, a review of the PBS system and its implementation will be conducted with the classroom teachers.

Person or Persons Responsible

Asst Principal

Target Dates or Schedule

Monthly and quarterly

Evidence of Completion

PBS account balances, student referrals and staff meeting minutes

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

The SAI Funds provide for the following:

1. Software which is utilized within the classroom designed to engage the at-risk students who are already behind in their academics. This also enables the instructional staff to individualize the student's instruction to help them accelerate their credit recovery.
2. Provides funding for the Work Internship program which enables the students to participate in real world on-the-job experiences that were not previously available to them.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement through improved attendance.	\$1,500
G2.	Increase the number of students reading at or above achievement level on FCAT 2.0 by 5%	\$62,400
G3.	Increase the number of students making satisfactory progress on the Algebra 1 and Geometry EOC by 10 percentage points.	\$3,500
G4.	Improve the percentage of students scoring at achievement level 3.5 or higher by 10 percentage points on the FCAT Writes.	\$5,000
Total		\$72,400

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Technology	Total
FEFP	\$10,000	\$62,400	\$72,400
Total	\$10,000	\$62,400	\$72,400

Budget Details

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

G1. Increase student achievement through improved attendance.

G1.B1 Students lack of motivation and engagement

G1.B1.S1 Teachers will utilize PBS to offer student incentives for good attendance and participation in classroom assignments.

Action Step 1

The PBS system will create a positive learning environment by recognizing our students for simply doing the right thing. Each day, each class period, they have the opportunity to earn "tickets" for the positive behaviors they display. Tickets are then used by the students to obtain the rewards. They are able to "purchase" their rewards at the school store or they can bank their tickets to be spent at the school-wide auction held at the end of the school year. For our students, this is intended to drive them to be in class everyday and to do their best.

Resource Type

Evidence-Based Materials

Resource

Supplies for the PBS Rewards Store utilized quarterly and semi-annually.

Funding Source

FEFP

Amount Needed

\$1,500

G2. Increase the number of students reading at or above achievement level on FCAT 2.0 by 5%**G2.B2 Student's lack of motivation and engagement****G2.B2.S1 Teachers will design instructional time in a format that addresses multiple learning styles.****Action Step 1**

Classroom instruction will consist of chunking instruction within a lesson to keep a quick pace and to address different learning styles. In this way, teachers will address the introverted and extroverted learners in the class, among other learning styles. The pace is quick, which helps with attention. The students have an opportunity to take in learning, discuss it and apply it many times in different ways. Students have opportunities to practice within small groups before they work independently.

Resource Type

Technology

Resource

Purchase laptop computers for students' use in each classroom across curriculum

Funding Source

FEFP

Amount Needed

\$62,400

G3. Increase the number of students making satisfactory progress on the Algebra 1 and Geometry EOC by 10 percentage points.

G3.B1 The students enrolled in Algebra math classes are performing at a 6th grade math level.

G3.B1.S1 Teachers will provide instruction to introduce, demonstrate and allow students to practice various math skills based on the individual and class needs.

Action Step 1

Classroom teachers will provide instruction to introduce, demonstrate and allow students to practice various math skills based on the individual and class needs.

Resource Type

Evidence-Based Materials

Resource

Online Alegbra and Geometry text books

Funding Source

FEFP

Amount Needed

\$3,500

G4. Improve the percentage of students scoring at achievement level 3.5 or higher by 10 percentage points on the FCAT Writes.

G4.B1 Students not taking time for planning to organize ideas surrounding topic and their lack of application in the practice of writing

G4.B1.S3 Teachers will utilize journaling with the students to inspire free writing activities.

Action Step 1

All classroom teachers will utilize journaling with the students to inspire free writing activities.

Resource Type

Evidence-Based Materials

Resource

License for MS Office Products for students' laptops

Funding Source

FEFP

Amount Needed

\$5,000