



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Hagerty High School

3225 LOCKWOOD BLVD

Oviedo, FL 32765

407-871-0750

[http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0931](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0931)

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 22%
Alternative/ESE Center No	Charter School No	Minority Rate 29%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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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

Hagerty High School

Principal

Dr. Mary Williams

School Advisory Council chair

Mr. Rich Bradley

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

Name	Title
Mr. Barry Coleman	Assistant Principal
Mrs. Christy Bryce	Assistant Principal
Ms. Gisela Cotto	Assistant Principal
Mr. Michael Howard	Assistant Principal
Mr. Jesse Walker	Administrative Assistant to the Principal
Mr. Thomas Andrews	Dean of Students
Dr. Michelle Backel	Dean of Testing Coordination
Dr. Paula-Rae Cruickshank	Dean of Students
Dr. Jeff Siskind	Lead Guidance Counselor

District-Level Information

District

Seminole

Superintendent

Dr. Walt Griffin

Date of school board approval of SIP

11/11/2013

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

Williams, Mary (Principal)
 Cruickshank, Paula (Administration)
 Bradley, Rich (Chair)
 Duren, Concetta (Secretary)
 Paul Bell (Co-Chair)
 Susan Bailey
 Lori Bowman

Alan Fasone
Claudia Gabel
Karen Gayle-Penna
Robin Grenz
Cheryl Hittel
Lisa Medla
Angela Miller
Kathy Mills
Nellie Montecalvo
Donna Mullins-Parker
Matthew Murray
Clifphene Reid
Mark Ricci
Elaine Sayre
Amy Stephens
Craig Tidwell
Kendall Vaughn
Sandeep Wilkhu
Dawn Williams
Karisa Workman

Involvement of the SAC in the development of the SIP

The mission of this Council shall be to serve in an advisory capacity to the principal; to assist in development of the educational program; to assist in the preparation and evaluation of the School Improvement Plan, hereinafter, also referred to as SIP; to assist in the preparation of the school's annual budget; and to serve as the steering committee for school improvement under the rules and regulations of the Southern Association of Colleges and Schools.

Activities of the SAC for the upcoming school year

Activities of SAC are to review grants presented by faculty and staff; to participate in the SACS Accreditation process for 2014; and to review 2013-2014 SIP.

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

Total budget for 2013-2014 is \$9,657.87, which will be used for grants and trainings.

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

5

receiving effective rating or higher

(not entered because basis is < 10)

Ms. Gisela Cotto		
Asst Principal	Years as Administrator: 13	Years at Current School: 1
Credentials	Bachelors in Secondary Education English Masters in Educational Leadership ESOL Endorsement Certifications: English K-12; ESOL K-12; Educational Leadership K-12; Principal certification	
Performance Record	2012-B 2011-A 2010-A 2009-C	

Mr. Michael Howard		
Asst Principal	Years as Administrator: 4	Years at Current School: 1
Credentials	Bachelors Degree - Biology Masters of Education - Ed. Leadership	
Performance Record	2012-A 2011-B 2010-A 2009-B	

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Mrs. Joyce Joseph		
Full-time / District-based	Years as Coach: 9	Years at Current School: 9
Areas	Reading/Literacy	
Credentials	Elementary Ed. 1-6 Reading K-12 Middle School English 5-9 Ed. Leadership	
Performance Record	2012-A 2011-A 2010-B 2009-B	

Classroom Teachers

of classroom teachers

117

receiving effective rating or higher

0, 0%

Highly Qualified Teachers

97%

certified in-field

109, 93%

ESOL endorsed

12, 10%

reading endorsed

8, 7%

with advanced degrees

69, 59%

National Board Certified

3, 3%

first-year teachers

6, 5%

with 1-5 years of experience

25, 21%

with 6-14 years of experience

56, 48%

with 15 or more years of experience

30, 26%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

6

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

Recruitment is based on the need. One of the county's strategies is the partnership with State and private colleges and universities. Annually, the district participates in many university job fairs and minority and veteran job fairs. Applications are carefully reviewed to obtain highly qualified, certified teachers to teach our students. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year. The county and school provide continual professional development and training for all teachers.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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 school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

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

Identifying at risk graduation general education students. Monitoring student data and their progress through the MTSS team meetings with an Assistant Principal overseeing the MTSS process. Assigning interventions and monitoring their implementation. Referrals to Exceptional Student Education when necessary. Records in Edinsight.

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

Tracking students through EdInsight reports and teachers data. Documenting the notes and action plans developed by team during the meetings through EdInsight MTSS. Tracking student progress through administrator, guidance, and teacher referrals. Parent concerns brought to the team for the team's review is part of the system.

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

The data sources are Skyward for grades and attendance, EdInsight at risk reports, progress and grade reports, progress monitoring reports and Standardized Testing data.

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

1. Professional development for staff
2. Continuous communication with teachers, parents and guidance
3. Review records of students
4. MTSS team meetings

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: 540

PSAT Crash Course - To increase the test scores of those performing at the 85% or higher on the PSAT in order to assist them in achieving National Merit recognition. The course will better prepare students, especially 11th graders, for the SAT, ACT, and PERT tests.

Strategy Purpose(s)

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

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

Data will be collected at the end of the course to determine how well students improved from the 1st session to the last session in math, reading and writing. In 2012, 100% of the 11th graders from the Crash Course perform at a 90% or higher on a National scale as compared with other juniors across the nation. This year, the goal is to again show an increase in both test scores and National Merit Finalists.

Who is responsible for monitoring implementation of this strategy?

Monitoring will be conducted by 1 reading teacher, 1 writing teacher, 1 math teacher and the testing coordinator.

Strategy: Before or After School Program

Minutes added to school year: 5,000

After school tutoring for ESE, at-risk students and/or any regular education students needing assistance in subject area courses.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Homework data will be collected and reviewed at each meeting to determine students' understanding of the material previously taught, as well as areas that need to be clarified for the student.

Who is responsible for monitoring implementation of this strategy?

Core subject course teachers and ESE teachers are involved in the tutoring program. Funding has been allocated for after school tutoring.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Mary Williams	Principal
Mr. Barry Coleman	Assistant Principal
Ms. Gisela Cotto	Assistant Principal

How the school-based LLT functions

A cohort of teachers reviewed the 2012-2013 data during a preplan meeting in August 2013. Items covered include review of writing rubric and anchor papers by Reading 9th-12th teachers, ESC SF teachers, English 9th-10th & Social Studies 9th-10th; continuation of the DBQ project, including training of three Social Studies teachers; in early September, Progress Monitoring Writing Assessments will be given to 9th & 10th students; PMA grading will be completed on September 18th.

Major initiatives of the LLT

This year, the major initiative(s) of the LLT will be writing. Implementation of the writing plan will be consistent among the teachers in both the English and Social Studies departments.

Every Teacher Contributes to Reading Instruction

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

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the

entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

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

Senior English and math course placement are partially determined by College Ready scores on ACT/SAT/PERT in the junior year. Students who do not pass the Algebra EOC or the Geometry EOC are also placed in Liberal Arts math courses in addition to their regularly scheduled math class in order to review skills necessary to pass the EOC.

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

Each year teachers counsel students in course placements for the following year. Guidance Counselors also meet with juniors and seniors to complete graduation checks.

Strategies for improving student readiness for the public postsecondary level

All juniors who do not have an ACT or SAT demonstrating college-readiness are given the PERT assessment in their junior year. Students who don't demonstrate college-ready skills on this assessment are placed in senior English and math classes specifically designed to teach these needed skills.

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	78%	74%	No	81%
American Indian				
Asian	73%	82%	Yes	76%
Black/African American	66%	48%	No	69%
Hispanic	68%	60%	No	71%
White	83%	79%	No	84%
English language learners	43%	13%	No	48%
Students with disabilities	51%	33%	No	56%
Economically disadvantaged	60%	51%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	279	26%	28%
Students scoring at or above Achievement Level 4	505	48%	50%

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	660	66%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	157	65%	67%

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)	14	58%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	46%	48%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	50%	52%

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	323	61%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

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	72%	84%	Yes	75%
American Indian				
Asian				
Black/African American	68%	71%	Yes	71%
Hispanic	63%	79%	Yes	67%
White	76%	86%	Yes	78%
English language learners	91%	47%	No	92%
Students with disabilities	55%	73%	Yes	60%
Economically disadvantaged	64%	73%	Yes	68%

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	523	77%	79%
Students in lowest 25% making learning gains (EOC)	129	70%	72%

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	118	54%	56%
Students scoring at or above Achievement Level 4	35	16%	18%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	181	37%	39%
Students scoring at or above Achievement Level 4	220	45%	47%

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>		69%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		35%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	212	42%	44%
Students scoring at or above Achievement Level 4	215	42%	44%

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)	6		7
Participation in STEM-related experiences provided for students	20	1%	2%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	1423	65%	67%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		94%	96%
Students taking one or more advanced placement exams for STEM-related courses	545	25%	27%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1089	50%	
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		0%	
CTE program concentrators			
CTE teachers holding appropriate industry certifications	3	3%	4%

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	175	11%	9%
Students in ninth grade with one or more absences within the first 20 days	41	2%	1%
Students in ninth grade who fail two or more courses in any subject	50	10%	8%
Students with grade point average less than 2.0	141	8%	6%
Students who fail to progress on-time to tenth grade	21	1%	1%
Students who receive two or more behavior referrals	238	10%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	54	2%	1%

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

PTSA, SAC, Booster Clubs (Athletic, Band, Dance)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Primary Guardian logged into Skyward at least once during the school year	948	50%	52%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

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

- G1.** All ELA, SS and SF teachers will participate in the writing initiative to reverse the 17 point drop in the writing scores by Hagerty HS students. The targeted group will be the 9th & 10th grade English & Social Studies students.
- G2.** At-Risk students who have failed the Algebra EOC and the Geometry EO are placed in Liberal Arts math course along with a regularly scheduled math class for review skills.
- G3.** The reading goal is to increase reading proficiency and learning gains as measured on FCAT. To prepare students for success with the Common Core Reading Standard in Literacy.

Goals Detail

G1. All ELA, SS and SF teachers will participate in the writing initiative to reverse the 17 point drop in the writing scores by Hagerty HS students. The targeted group will be the 9th & 10th grade English & Social Studies students.

Targets Supported

- Writing
- Social Studies
- U.S. History EOC
- Civics EOC

Resources Available to Support the Goal

- Resources include: 1. Collaborations of the English and Social Studies 9th & 10th grade classes 2. All 9th grade students will participate in two Writing PMA's (9/9/13 and 2/7/14) 3. All 10th grade students will participate in three Writing PMA's (9/9/13, 12/2/13, and 2/7/14) and one of the essay prompts will be a Social Studies prompt; teaming ELA and Social Studies teachers 4. Professional development writing training for participating teachers to familiarize their students with the rubric 5. Teaching pre-writing skills 6. Infusing writing into lesson planning 7. On-the-spot content writing 8. Feedback (post writing activities) 9. Peer editing 10. Administrations support

Targeted Barriers to Achieving the Goal

- 1. Students must take writing seriously 2. Teachers cannot deviate from the plan 3. All teachers must be consistent

Plan to Monitor Progress Toward the Goal

Writing samples through the year; FCAT Writes scores.

Person or Persons Responsible

English and Social Studies teachers, assistant principals for English & Social Studies departments; Reading coach.

Target Dates or Schedule:

9th grade Writing PMA's (9/9/13 and 2/7/14); 10th grade Writing PMA's (9/9/13, 12/2/13, and 2/7/14)

Evidence of Completion:

Increased FCAT writing scores

G2. At-Risk students who have failed the Algebra EOC and the Geometry EO are placed in Liberal Arts math course along with a regularly scheduled math class for review skills.

Targets Supported

- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Pearson Successnet.com has online student resources for geometry; CPM.org online homework help.
- Blackboard gives homework audits, class powerpoints and upcoming assessment; Skyward gives students the homework not completed and motivates grade improvement.
- Tutoring varies on assigned times (usually Tuesday and/or Thursday).
- Remind 101 texting to send reminders or send information to students.
- Grant to buy classroom supplies for at-risk students.

Targeted Barriers to Achieving the Goal

- Parent-Teacher conferences scheduled during tutoring and many students say they don't have a transportation.
- Lost and damaged supplies.

Plan to Monitor Progress Toward the Goal

Test scores, EOC scores

Person or Persons Responsible

Teachers, reading coach, and assistant principal

Target Dates or Schedule:

Weekly, end of nine weeks, end of semester, end of year

Evidence of Completion:

Students success on the EOC examination

G3. The reading goal is to increase reading proficiency and learning gains as measured on FCAT. To prepare students for success with the Common Core Reading Standard in Literacy.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Resources include: 1. Technology: Study Island; Reading PLUS 4.0 2. FCAT Prep: AMSCO 2.0; Workbooks: Great Source 3. FCAT Explorer/FOCUS; Townsend Press: Vocabulary 4. Journeys; Rewards 5. Online Resources: USA Today; NY Times Up Front Action; Orlando Sentinel

Targeted Barriers to Achieving the Goal

- 1. Technology glitches would include computers not working properly or the lack of sufficient computers for students use 2. Students cannot write in workbooks 3. Students can easily get answers on line; therefore they are not putting enough time into completing assignments or understanding the reading

Plan to Monitor Progress Toward the Goal

Students will have access to worksheets & reading guides

Person or Persons Responsible

Coach, teachers, and Assistant Principal

Target Dates or Schedule:

Ongoing - weekly basis

Evidence of Completion:

Successful passing rate on class quiz, test, and FCAT scores. Less students will remain on Level 1 or 2 & the number of students meeting the requirements for graduation by passing the Reading FCAT will increase.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All ELA, SS and SF teachers will participate in the writing initiative to reverse the 17 point drop in the writing scores by Hagerty HS students. The targeted group will be the 9th & 10th grade English & Social Studies students.

G1.B1 1. Students must take writing seriously 2. Teachers cannot deviate from the plan 3. All teachers must be consistent

G1.B1.S1 1. Teachers must make the writing initiative part of their DPP 2. Grades should be tied to writing 3. Inconsistent student rubric training 4. Students must understand the rubric used for grading 5. Lack of instructional cohesion 6. Emphasis on quantity, not quality 7. Lack of specific feedback on writing 8. Limited individual teacher-student conferencing 9. Uneven balance in expository and persuasive instruction 10. Lack of effective use of anchor papers

Action Step 1

Strategies include teaching pre-writing skills, infusing writing into lesson planning, on-the-spot content writing, feedback (post writing activities), and peer editing. Social Studies teachers will continue to participate in DBQ training with the CST. This will build upon the fish bowl activities completed during the 2012-2013 school year and will focus on lesson studies.

Person or Persons Responsible

ELA/Social Studies teachers and 9th and 10th grade students

Target Dates or Schedule

Teachers will focus on FCAT rubric with training for 9th grade teachers on 9/16, 10th grade teachers on 9/10 and 11th grade teachers on 10/22. Students in 9th grade will participate in Writing PMA's (9/9/13 and 2/7/14) Students in 10th grade will participate in Writing PMA's (9/9/13, 12/2/13, and 2/7/14)

Evidence of Completion

Success on FCAT Writes and reverse the 17 point drop from 2012-2013.

Facilitator:

Two ELA teachers facilitated separate trainings to the teachers for 9th & 10th grade ELA and SS writing. The CST group will facilitate the 11th grade training on October 22, 2013.

Participants:

Teachers and Assistant Principals for English and Social Studies departments.

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

Teachers will be expected to implement strategies/decisions made during PLC meetings. No teacher will deviate from the plan. All teachers will be encouraged to include a writing goal as part of their DPP. Three follow up reflections will be required. Timeline for completion of DPP is 9/30/13 Timeline for reflections are 12/13/13, 3/7/14, and 5/6/14 Administrative attendance in PLC meetings and regular walkthroughs will ensure fidelity. Regular review of students scores utilizing EdInsight and other data.

Person or Persons Responsible

Mr. Coleman, Assistant Principal will monitor English & Reading Departments Ms. Cotto, Assistant Principal will monitor Social Studies Department

Target Dates or Schedule

Timeline for completion of writing is ongoing throughout the year FCAT Writes scores

Evidence of Completion

The scoring process of teachers. Improvement in students writing scores and FCAT Writes scores

Plan to Monitor Effectiveness of G1.B1.S1

Develop a plan for how the CST can continue to support our 2013-2014 Writing Action Plan. Social Studies will continue to participate in DBQ training with the CST. This will focus on lesson studies. ELA and Social Studies teachers will be teamed together and will be charged with applying the rubric to the student essays as well as providing relevant feedback to individual students.

Person or Persons Responsible

Plan will include ELA/Social Studies joint professional development in 9th, 10th and 11th grade. Testing Coordinator and Reading Coach will provide results to Administrative Team & teachers

Target Dates or Schedule

Strategies will include teaching pre-writing skills, infusing writing into lesson planning, on-the-spot content writing, feedback (post writing activities), and peer editing. This training will also focus on the FCAT rubric. Tenth grade teachers will meet on 9/10, 9th grade on 9/16 and 11th grade on 10/22.

Evidence of Completion

Writing scores

G2. At-Risk students who have failed the Algebra EOC and the Geometry EO are placed in Liberal Arts math course along with a regularly scheduled math class for review skills.

G2.B3 Parent-Teacher conferences scheduled during tutoring and many students say they don't have a transportation.

G2.B3.S1 To assure that teachers are available for both conferences and tutoring, the time and dates should be altered for tutoring or be flexible with the teachers schedules. For example, another teacher can take over tutoring if the previously scheduled teacher must attend a conference.

Action Step 1

Schedule most conferences on Mondays or different days from the Tuesday & Thursday tutoring schedules; teachers remain flexible to assist with tutoring when one teacher has a conference scheduled. Get parents involved in making sure the student stays for tutoring and has transportation home; request funding for transportation to assist students who are remaining on campus late.

Person or Persons Responsible

Teachers

Target Dates or Schedule

At least 2 days a week set aside for tutoring

Evidence of Completion

Weekly class grades and EOC scores

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

Keep track of students attending tutoring sessions; keep track of students progress

Person or Persons Responsible

Teachers involved with tutoring

Target Dates or Schedule

Monitor success of the tutoring session at the end of each week by the achievement of students test scores on material taught.

Evidence of Completion

Scores

Plan to Monitor Effectiveness of G2.B3.S1

All grades from homework or class assignments; test scores

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

EOC scores

G2.B5 Lost and damaged supplies.

G2.B5.S1 Present grant proposal to SAC for approval to purchase necessary classroom items.

Action Step 1

Complete a SAC grant proposal to present at the September SAC meeting

Person or Persons Responsible

One and/or two math teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Grant was approval by SAC for funds in the amount of \$1,050.00 to purchase necessary supplies for students.

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Purchased supplies such as calculators and compasses that will be secured at all times

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Test scores

Plan to Monitor Effectiveness of G2.B5.S1

Data will be collected from homework, classwork, quiz and test scores throughout the year

Person or Persons Responsible

Teachers, assistant principals

Target Dates or Schedule

At the end of each unit, nine weeks, semester and EOC

Evidence of Completion

Successful EOC scores

G3. The reading goal is to increase reading proficiency and learning gains as measured on FCAT. To prepare students for success with the Common Core Reading Standard in Literacy.

G3.B1 1. Technology glitches would include computers not working properly or the lack of sufficient computers for students use 2. Students cannot write in workbooks 3. Students can easily get answers on line; therefore they are not putting enough time into completing assignments or understanding the reading

G3.B1.S1 1. Prepare SAC grant to purchase additional material for the classroom such as consumable workbooks that students can own and write in. 2. Find online sources that are for teachers use only that would not allow students access to answers.

Action Step 1

SAC grant proposal

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

Present grant proposal at SAC meeting

Evidence of Completion

Students are able to take the books home, complete assignments, study from the workbooks at a later time, which will enable them to successfully pass and increase test scores.

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

Research several inexpensive workbooks for purchase

Person or Persons Responsible

Reading coach or reading teacher

Target Dates or Schedule

During 2nd nine weeks

Evidence of Completion

Approval of SAC grants and purchase of workbooks

Plan to Monitor Effectiveness of G3.B1.S1

Workbooks are provided to each lower quartile student in the SOAR program

Person or Persons Responsible

Coach, teachers and students

Target Dates or Schedule

During 2nd nine weeks

Evidence of Completion

FCAT scores

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Hagerty High School will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

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. All ELA, SS and SF teachers will participate in the writing initiative to reverse the 17 point drop in the writing scores by Hagerty HS students. The targeted group will be the 9th & 10th grade English & Social Studies students.

G1.B1 1. Students must take writing seriously 2. Teachers cannot deviate from the plan 3. All teachers must be consistent

G1.B1.S1 1. Teachers must make the writing initiative part of their DPP 2. Grades should be tied to writing 3. Inconsistent student rubric training 4. Students must understand the rubric used for grading 5. Lack of instructional cohesion 6. Emphasis on quantity, not quality 7. Lack of specific feedback on writing 8. Limited individual teacher-student conferencing 9. Uneven balance in expository and persuasive instruction 10. Lack of effective use of anchor papers

PD Opportunity 1

Strategies include teaching pre-writing skills, infusing writing into lesson planning, on-the-spot content writing, feedback (post writing activities), and peer editing. Social Studies teachers will continue to participate in DBQ training with the CST. This will build upon the fish bowl activities completed during the 2012-2013 school year and will focus on lesson studies.

Facilitator

Two ELA teachers facilitated separate trainings to the teachers for 9th & 10th grade ELA and SS writing. The CST group will facilitate the 11th grade training on October 22, 2013.

Participants

Teachers and Assistant Principals for English and Social Studies departments.

Target Dates or Schedule

Teachers will focus on FCAT rubric with training for 9th grade teachers on 9/16, 10th grade teachers on 9/10 and 11th grade teachers on 10/22. Students in 9th grade will participate in Writing PMA's (9/9/13 and 2/7/14) Students in 10th grade will participate in Writing PMA's (9/9/13, 12/2/13, and 2/7/14)

Evidence of Completion

Success on FCAT Writes and reverse the 17 point drop from 2012-2013.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	At-Risk students who have failed the Algebra EOC and the Geometry EO are placed in Liberal Arts math course along with a regularly scheduled math class for review skills.	\$1,050
G3.	The reading goal is to increase reading proficiency and learning gains as measured on FCAT. To prepare students for success with the Common Core Reading Standard in Literacy.	\$500
Total		\$1,550

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
SAC		\$1,550
Total		\$1,550

Budget Details

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

G2. At-Risk students who have failed the Algebra EOC and the Geometry EO are placed in Liberal Arts math course along with a regularly scheduled math class for review skills.

G2.B5 Lost and damaged supplies.

G2.B5.S1 Present grant proposal to SAC for approval to purchase necessary classroom items.

Action Step 1

Complete a SAC grant proposal to present at the September SAC meeting

Resource Type

Evidence-Based Program

Resource

The students who will benefit from the grant are those in the lowest quartile of students achieving math success at Hagerty HS. The goal of the project is to give students the tools that will enable them to increase their skills and knowledge of geometri

Funding Source

SAC

Amount Needed

\$1,050

G3. The reading goal is to increase reading proficiency and learning gains as measured on FCAT. To prepare students for success with the Common Core Reading Standard in Literacy.

G3.B1 1. Technology glitches would include computers not working properly or the lack of sufficient computers for students use 2. Students cannot write in workbooks 3. Students can easily get answers on line; therefore they are not putting enough time into completing assignments or understanding the reading

G3.B1.S1 1. Prepare SAC grant to purchase additional material for the classroom such as consumable workbooks that students can own and write in. 2. Find online sources that are for teachers use only that would not allow students access to answers.

Action Step 1

SAC grant proposal

Resource Type

Evidence-Based Program

Resource

Purchase of reading workbooks

Funding Source

SAC

Amount Needed

\$500