

## 2013-2014 SCHOOL IMPROVEMENT PLAN

Desoto Alternative Program  
930 E CYPRESS ST  
Arcadia, FL 34266  
863-494-0377

### School Demographics

<b>School Type</b> Combination School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 87%
<b>Alternative/ESE Center</b> Yes	<b>Charter School</b> No	<b>Minority Rate</b> 57%

### School Grades History

<b>2013-14</b> NOT GRADED	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>
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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

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Desoto Alternative Program

##### Principal

Nelson Stephenson

##### School Advisory Council chair

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

Name	Title
Glen Arthur	Administrative Assistant
Carolyn Green	Guidance Consultant
Tod Baldwin	Assistant Principal
Nelson Stephenson	Principal

#### District-Level Information

##### District

Desoto

##### Superintendent

Dr. Karyn Gary

##### Date of school board approval of SIP

Pending

### 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

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

SAC has oversight and input capabilities and has voted on acceptance of the document in full.

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

Being an effective voice for promoting the interests of the school and students, and actively supporting the school in

meeting the educational, social and recreational needs of students

Strengthening both the governance and operating structure of School Council, including improving communications

between Council and the school community.

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

We are going to purchase items and open a school Positive Behavior Support Plan.

**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**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Nelson Stephenson**

Principal

Years as Administrator: 10

Years at Current School: 1

**Credentials**

Bachelors of Science. Political Science/Economics, Western Carolina University; Masters in Public Administration Western Carolina University; Masters in Educational Leadership, Florida Gulf Coast University; A.B.D. Public Affairs, Florida International University.

**Performance Record**

2012- DeSoto Middle School Grade: D,  
 2011- Gulfview Middle School Grade: A,  
 Reading Mastery; 80%, Math Mastery;  
 85%, Science Mastery 67%. Lowest 25%  
 making reading learning gains; 64%.  
 Lowest 25% making gains in math; 75%.  
 AYP: 82%.  
 2010- Iely High School Grade: B,  
 Reading  
 Mastery; 61%, Math Mastery; 65%,  
 Science Mastery; 28%. Lowest 25%  
 reading; 74%. Lowest 25% math; 71%.  
 AYP; 90%, Black and Hispanic did not  
 make AYP in Reading.  
 2009- Naples High School Grade: B,  
 Reading Mastery; 55%, Math Mastery;  
 82%, Science Mastery; 50%. Lowest 25%  
 reading; 41%. Lowest 25% math; 63%.  
 AYP; 70%.  
 2008- Naples High School Grade: A,  
 Reading Mastery; 61%, Math Mastery;  
 85%, Science Mastery; 53%. Lowest 25%  
 reading; 74%. Lowest 25% math; 71%.  
 AYP; 90%.

**Todd Baldwin**

Asst Principal

Years as Administrator: 20

Years at Current School: 1

**Credentials**

B.S. Education, Miami University  
 Master of Sports Management, Bowling  
 Green State University  
 Principal License, Wright State  
 University  
 Vocational Teacher License – State of  
 Ohio  
 Assistant Supt., Elementary Principal,  
 High School Principal License- State of  
 Ohio  
 2012 – Fairborn High School(Ohio) –  
 Rating of Excellent  
 2011 – Butler Tech (CTC)(Ohio) – not  
 rated  
 2010 – Butler Tech (CTC)(Ohio) – not  
 rated  
 2009 – Butler Tech (CTC)(Ohio) – not  
 rated  
 2008 - Butler Tech (CTC)(Ohio) – not  
 rated  
 Educational Leadership(all levels)  
 Certificate – State of Florida  
 Years as Administrator: 1  
 Years at Current School: 20

**Performance Record**

2012 – Fairborn High School(Ohio) –  
 Rating of Excellent  
 2011 – Butler Tech (CTC)(Ohio) – not  
 rated  
 2010 – Butler Tech (CTC)(Ohio) – not  
 rated  
 2009 – Butler Tech (CTC)(Ohio) – not  
 rated  
 2008 - Butler Tech (CTC)(Ohio) – not  
 rated

**Glen Arthur**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

B.S. Applied Mathematics from The Ohio State University 2002  
 M.A.E.D. Educational Leadership from Trident University 2013  
 M.A.E.D. Teaching and Curriculum from Trident University 2013

**Performance Record**

Desoto Connections  
 August 2013 - Present

**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**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**# Highly Qualified Teachers**

0%

**# certified in-field**

3, 100%

**# ESOL endorsed**

1, 33%

**# reading endorsed**

1, 33%

**# with advanced degrees**

1, 33%

**# National Board Certified**

0, 0%

**# first-year teachers**

1, 33%

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

, 0%

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

2, 67%

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

0, 0%

**Education Paraprofessionals**

**# of paraprofessionals**

0

**# Highly Qualified**

0

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

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

The District has developed a Mentorship Program to allow new teachers the opportunity to become comfortable with the policies and procedures of our school as they settle in their curriculum areas. The Principal and Assistant Principals will be holding meetings with new teachers to ensure they are receiving all resources necessary for success. Training will be aligned to needs of new teachers and will cover areas such as discipline, attendance, classroom management, lesson planning and other related topics. This program will be overseen by Mr. Tod Baldwin, Assistant Principal.

**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**

Mentor and mentee meet daily to discuss evidence-based strategies for effective classroom teaching as well as help with the every day process and routines. The mentor is paid a stipend by the district. The mentor and mentee also meet bi-weekly with administration and met during preschool week for district orientation of the school process. Pairing of mentor/mentee has a variety of reasons some of which include: Mentor and mentee share curriculum subjects, the experienced mentor is in close proximity, and/or the mentor has had a successful track record in assisting the school in retaining new teachers.

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

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

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

The MTSS and SIP monitoring is a combination of the use of a district database, guidance/teacher referrals, and administration classroom observations. The data routinely monitored for Tier I interventions in reading and math are the students Reading FCAT scores and a baseline reading (FAIR) and math score (FCAT Explorer Math, and EOC Scores. For writing, the students' writing scores would be used as a data source, as well as previous grades in English classes. For science, the MTSS team would examine the students' previous grades in science classes as well as any ELL, ESE, or 504 plan data that may be available. For behavior, the data routinely monitored would be ESE, ELL, 504 Plan, and discipline history for each student. For Tier II and III interventions, the monitoring instrument will be the intervention records and progress monitoring paperwork. SIP data is used to make decisions about modifications needed to the core curriculum and school-wide approach to behavior management. The administration monitors the implementation of interventions supporting teachers in personalizing the student's education, which will increase student achievement. Professional Development for utilizing the MTSS/SIP problem solving process is scheduled early in the school year and is on-going as needed.

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

The Rtl Leadership Team, including the Principal will meet with the School Advisory Council to help develop the SIP. The team will provide and review data, plan interventions, and continuously evaluate status of interventions and staff development needed regarding Rtl. The team will assist teachers in using and analyzing data, support teachers in providing interventions, and involve parents in the Rtl process.

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

The team will meet monthly to engage in the following activities:  
 Review data and link to instructional decisions; review the progress monitoring data at each grade level and classroom levels to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the information the team will identify professional development and use available school resources.  
 The team will also collaborate to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. In essence, the Plan, Do, Act, Check model will be used in implementing it's goal.  
 Based on needs the team will also identify and implement professional development and resources.

### **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**

Progress Monitoring and Reporting Network (PMRN) will be the data management system for reading data from the FAIR. Performance Matters will be used to provide data in an analyzed format from math progress monitoring as well as all lagging and leading data. Gradebook, Compass Learning, and Genesis will be used for other housing and accessing other data, such as science, state assessment scores, attendance and discipline, and current academic performance in the classroom. The district is still considering how to provide an efficient and effective system for collecting and organizing other progress monitoring data. The leadership team will summarize and disseminate data from all tiers to the school faculty and staff.

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

District resources and personnel will assist in implementation and training of staff. In-house administration will provide opportunities for training and will model implementation of MTSS through multiple channels. Guidance and teachers will have full administrative support in developing and implementing MTSS. Staff will be required to discuss data utilizing an in-house prepared brochure with questions supporting data-based problem solving. Parents will have access to student data electronically and will be kept informed via school newsletter, phone system, and website.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 16,200

-Teachers meet before school to discuss student's performance on Vschooolz, student behaviors, and strategies to encourage student success.

-Students are able to attend before and after school if they choose to receive extra help and practice on their online learning environment.

### **Strategy Purpose(s)**

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

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

-we look at student's online grades and work as well as use data from standardized tests such as FAIR / FCAT / EOC / and ACT.

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

- All three of the classroom teachers as well as administrators agree responsible for monitoring students performance.

## **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Nelson Stephenson	Principal
Bonnie Nash	Reading Teacher
Glen Arthur	Administrative Assistant

### **How the school-based LLT functions**

DCC – The Literacy Leadership Team at DCC is made up of members from many departments. The team meets monthly and develops school wide literacy initiatives including a summer reading list for students, model lessons to be utilized in the classrooms, Instructional Focus Calendars, and adoption of books and novels utilized in the cafeteria/library.

### **Major initiatives of the LLT**

Create a literacy culture among the faculty, staff, and students. The team will meet monthly, with members submitting agenda items to the reading coach, who submits the agenda via email to all members one week before the meeting. Members also discuss and review data pertaining to reading trends within the school, to help in areas that are lacking.

## Every Teacher Contributes to Reading Instruction

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

Students are encouraged to bring independent reading materials with them to all classes. Teachers were given professional development during pre-school planning, and will continue to learn how to incorporate reading into their content areas throughout the school year, via faculty and departmental professional development activities. Teachers are provided common planning time to develop in-class reading assignments that include strategies that provide for whole and small group instruction, requiring students to show, tell, explain and prove reasoning that align to proven reading strategies.

## Preschool Transition

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

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

## 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**

Fliers, posters, and brochures are distributed to make students aware of major university campuses for exposure to future opportunities. Students are also given opportunities to research corporations in and around the community.

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

Students are required to meet with Guidance Counselors prior to selecting courses for the next year. Coaches, counselors, and students use the student's Academic History and interests to select appropriate courses.

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

Teachers will be provided professional learning opportunities such as PLC/Data chats, professional development classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.

## 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>	20%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	15%

#### 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)		<i>[data excluded for privacy reasons]</i>	20%
Students in lowest 25% making learning gains (FCAT 2.0)		<i>[data excluded for privacy reasons]</i>	15%

**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		[data excluded for privacy reasons]	20%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		[data excluded for privacy reasons]	15%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and 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 Comprehensive Assessment Test 2.0 (FCAT 2.0)**

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

**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 %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

**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)	[data excluded for privacy reasons]		20%
Students in lowest 25% making learning gains (EOC)	[data excluded for privacy reasons]		15%

**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	[data excluded for privacy reasons]		20%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		15%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			20%
Students scoring at or above Achievement Level 4			15%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

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

**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			

**Middle School Science**

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

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

**Florida Alternate Assessment (FAA)**

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

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
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			20%
Students scoring at or above Achievement Level 4			15%

**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 7: Social Studies****U.S. History End-of-Course (EOC) Assessment**

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

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

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

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
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.			

**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**

DCC would like to increase their parent involvement by providing opportunities for parents to attend school functions.  
 This would include presentations (college board, registration nights, open house, bullying, and other topical presentations)

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**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

## Goals Detail

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

## 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**



## 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