

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Lawton Chiles High School  
7200 LAWTON CHILES LN  
Tallahassee, FL 32312  
850-488-1756

### School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 8%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 20%

### School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Lawton Chiles High School

##### Principal

Joseph Burgess

##### School Advisory Council chair

Kim Beaty

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

Name	Title
Joe Burgess	Principal
Calli Pickens	Assistant Principal
Paul Lambert	Assistant Principal
JP Swope	Assistant Principal

#### District-Level Information

##### District

Leon

##### Superintendent

Mr. Jackie Pons

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

11/19/2013

### 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

Kim Beaty-SAC Chairperson  
Karen Mercer-SAC Secretary

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

The draft of our school improvement plan was presented at a public forum before our Open House on Tuesday, September 17, 2013. In addition, input was given by our SAC at our first meeting on Tuesday, September 24, 2013.

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

The School Advisory Council meets monthly as needed. Agendas are comprised of sharing information regarding the school and current activities. District Advisory Council representatives share information from our district meetings, as well.

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

The beginning balance is \$19, 039.08. \$15039.08 is allocated to be used for learning communities (training, resources, subs). \$2000.00 will be used for non-instructional staff (training, resources). \$2000.00 will used for student incentives.

**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**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Joseph Burgess**

Principal

Years as Administrator: 8

Years at Current School: 2

**Credentials**

BS- Social Sciences, FSU  
MS-Educational Leadership/Administration  
Florida Teaching Certification-School Principal, Social Science

**Performance Record**

2012-13-Grade  
2011-12-Grade A  
2010-11-Grade A  
2009-10-Grade A  
2008-09-Grade A  
2007-08-Grade A  
2006-07-Grade A  
2005-06-Grade A

**Paul Lambert**

Asst Principal

Years as Administrator: 3

Years at Current School: 3

**Credentials**

BS-Carson-Newman  
MS-University of Tennessee  
Florida Teaching Certification-  
Educational Leadership/Administration

**Performance Record**

2012-13-Grade  
2011-12-Grade A  
2010-11-Grade A

<b>Calli Pickens</b>		
Asst Principal	Years as Administrator: 12	Years at Current School: 12
<b>Credentials</b>	BS-English Education, FSU MS-Educational Leadership/Administration Florida Teaching Certification-School Principal, Guidance and Counseling, Educational Leadership	
<b>Performance Record</b>	2012-13-Grade 2011-12-Grade A 2010-11-Grade A 2008-09-Grade A 2007-08-Grade A 2006-07-Grade A 2005-06-Grade A 2004-05-Grade A 2003-04-Grade A 2002-03-Grade A 2001-02-Grade A	

<b>JP Swope</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
<b>Credentials</b>	BS-Social Science Education, FSU MS-Educational Leadership, St. Leon University Florida Teaching Certification-Middle School, Educational Leadership	
<b>Performance Record</b>	2012-13-Grade	

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Michelle Kirby</b>		
Full-time / School-based	Years as Coach: 8	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	MS Social Studies Education BS Social Studies Education Florida Teaching Certification-6-12 English and Social Studies, Reading Endorsement	
<b>Performance Record</b>		

**Classroom Teachers****# of classroom teachers**

101

**# receiving effective rating or higher**

92, 91%

**# Highly Qualified Teachers**

97%

**# certified in-field**

95, 94%

**# ESOL endorsed**

3, 3%

**# reading endorsed**

7, 7%

**# with advanced degrees**

41, 41%

**# National Board Certified**

11, 11%

**# first-year teachers**

0, 0%

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

21, 21%

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

29, 29%

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

51, 50%

**Education Paraprofessionals****# of paraprofessionals**

13

**# Highly Qualified**

13, 100%

**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**

At Chiles, we recruit highly qualified, certified, effective teachers at Chiles by reviewing correspondence provided to our school through our personnel office. We also receive many resumes by email daily. A file is kept by the Assistant Principal for Curriculum for reference through out the year. When we know we may have an opening we contact prospective teachers in a timely manner. In addition, we accept college students from Florida State University, Florida A&M, and Flagler University to intern or observe on our campus. Our mutual relationship with the local univesities allows us to hire the highest caliber of teachers available.

### **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**

At Chiles, we pair new teachers with their mentors according to subject area. The Assistant Principal for Curriculum contacts the appropriate department head and coordinates the mentor with a teacher who has been trained. In many cases, the department head is the mentor. In addition, we have a PALS program in which new teachers to our school are paired with an experienced teacher. The group has lunch together with administration the first week of school and receives a welcome to Chiles gift. The mentor and the new teacher also participate in other activities throughout the school year.

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

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 meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers and our students? The team meets monthly or as needed to engage in the following activities: Review univeral screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Joe Burgess, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities. Calli Pickens, Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures

adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Paul Lambert, Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Also, provides attendance information.

J P Swope, Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Also, provides discipline information.

Candace Carlson, Intervention Team Coordinator, Guidance Counselor, : Provides informational about student needs and prior history, aides in development of intervention plans. Select General Education Teachers : Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Ginger Lett and Mary Petrandis-Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Michelle Kirby, Instructional Coach(es) Reading/Math/Science: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Dave Gilbert, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision-making activities.

Buck Buchanan, Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Catherine Gibbs, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Mara Shows, Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The leadership team will meet with the School Advisory Council (SAC) and principal to help develop and approve the School Improvement Plan. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching

(Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

### **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: Florida Comprehensive Assessment Test (FCAT), End of Course Exam (EOC) for Algebra I, Geometry, Biology, and U.S. History. Teacher developed test for Advanced Placement Courses will be administered.

Progress monitoring: quarterly progress monitoring for Algebra I, Geometry, Biology, and U.S. History will be administered, FCAT Simulation, Writes Upon Request (WUR), Text Dependent Writing (TDW). Teacher developed test for Advanced Placement Courses will be administered.

End of the Year: Florida Comprehensive Assessment Test (FCAT), End of Course Exam (EOC) for Algebra I, Geometry, Biology, and U.S. History, Advanced Placement tests in May.

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

The referral teams will meet monthly or as needed to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementations.

## **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:** Extended Day for All Students

**Minutes added to school year:**

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

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

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

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

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

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

Name	Title
Joe Burgess	Principal
Calli Pickens	Assistant Principal
J.P. Swope	Assistant Principal
Paul Lambert	Assistant Principal
Michelle Kirby	Reading Coach
Kate Gonsalves	Social Studies teacher
Marsha Guffey	Social Studies teacher
Sandy Mahon	Science teacher
Danna Holihan	English/Reading teacher
Debra Mckinnon	English/Reading teacher
Melanie Hampton	Reading teacher
Kay Taylor	Media Specialist

### How the school-based LLT functions

The Literacy Leadership Team (LLT) meets by department for Professional Learning Community (PLC) meetings through out the school year. The meetings take place during common planning times. The groups meet to provide time for professional sharing and exploration. The intent of the meeting is to use reading strategies within each subject area to increase students achievement. The goal of the group is to have a place where teachers can discuss their strengths, weaknesses, questions and concerns regarding specific instructional strategies. After teaching a lesson using reading strategies, lessons are shared with the group and discussed.

### Major initiatives of the LLT

The major initiatives of the LLT are teaching reading through the content areas and increasing rigor within the classroom. Our goal is to improve students achievement.

## Every Teacher Contributes to Reading Instruction

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

Through our Professional Learning Communities (PLC's) reading strategies are discussed and learning goals written. Reading through the content area is a focus of professional development in our district and our school. Targeted teachers are sent to district training and return to our school to share information with departments during PLC meetings. Benchmarks are documented in lesson plans that are reviewed by department heads and assistant principals.

## 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

Chiles High School encourages students to take Advanced Placement, Honors, and Dual Enrollment classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding his or her postsecondary plans. This includes sharing information and requirements to become eligible for Bright Futures Scholarships. Students also attend class level grade

assemblies each year in which guidance covers graduation requirements and course selection. Freshmen and seniors also view small group presentations by our guidance counselors through their English classes.

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

Guidance Counselors review charts tracking graduation requirements and Bright Futures requirements and intervene when necessary. Chiles offers classes through our adult education school for credit recovery for students who may need remediation. Our district also offers virtual school classes for students.

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

Chiles offers Math for College Readiness and English 4 for College Readiness to prepare students for postsecondary levels. In addition, we offer both Dual Enrollment classes for both English and Math departments. Advanced Placement classes are offered as well. Through senior English classes resumes are written by students to prepare for applications to secondary institutions. Chiles High School encourages students to take Advanced Placement, Honors and Dual Enrollment classes by encouraging increased teacher discussion on these courses and having each student speak with a guidance counselor regarding his or her postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures Scholarships and college admissions.

## 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	83%	80%	No	84%
American Indian				
Asian	91%	88%	No	92%
Black/African American	56%	57%	Yes	60%
Hispanic	78%	84%	Yes	81%
White	86%	81%	No	87%
English language learners				
Students with disabilities	56%	45%	No	60%
Economically disadvantaged	58%	51%	No	63%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	196	21%	22%
Students scoring at or above Achievement Level 4	562	59%	60%

#### 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>	26%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	59%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	662	73%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	105	61%	62%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		30%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		51%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		26%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	[data excluded for privacy reasons]		93%

**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	276	59%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

**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	73%	88%	Yes	75%
American Indian				
Asian				
Black/African American	58%	71%	Yes	62%
Hispanic	73%	92%	Yes	75%
White	76%	88%	Yes	78%
English language learners				
Students with disabilities	68%	66%	No	72%
Economically disadvantaged	56%	71%	Yes	60%

**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>	34%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	43%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	440	78%	79%
Students in lowest 25% making learning gains (EOC)	54	52%	53%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	81%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	47%	48%
Students scoring at or above Achievement Level 4	35	17%	18%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	144	32%	33%
Students scoring at or above Achievement Level 4	255	57%	58%

**Area 4: Science****High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		34%
Students scoring at or above Level 7	[data excluded for privacy reasons]		49%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	137	32%	33%
Students scoring at or above Achievement Level 4	246	57%	58%

**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)	12		15
Participation in STEM-related experiences provided for students	378	20%	25%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	344	28%	30%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		98%	99%
Students taking one or more advanced placement exams for STEM-related courses	476	25%	27%
CTE-STEM program concentrators	737		750
Students taking CTE-STEM industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	5%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	737	39%	40%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	351	18%	20%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		98%	98%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	5		
CTE teachers holding appropriate industry certifications	2	40%	50%

**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	142	8%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	95	5%	5%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0		
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)		91%	92%
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**

By the end of the 2013-14 school year, the climate survey results will show an increase of 2% of parents who feel the school communicates with parents or guardians and community members using a variety of ways.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent response to question 34 on School Climate survey	63	75%	77%

## Goals Summary

- G1.** Increase student achievement on FCAT 2.0 Reading by 1%.
- G2.** Increase of 2% of parents who feel the school communicates with parents or guardians and community members using a variety of ways.

## Goals Detail

### G1. Increase student achievement on FCAT 2.0 Reading by 1%.

#### Targets Supported

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

#### Resources Available to Support the Goal

- Students will be enrolled in Intensive Reading Classes to be sure their reading needs are being addressed students will also have English teachers who are trained in using effective reading strategies.
- Teachers are involved in professional development activities that support the area of reading.

#### Targeted Barriers to Achieving the Goal

- We have a number of students who are in honors classes and are level 2 or 3 readers. These students are historically difficult to progress to the next level in reading.

### Plan to Monitor Progress Toward the Goal

Grades.

#### Person or Persons Responsible

Administration.

#### Target Dates or Schedule:

Daily.

#### Evidence of Completion:

Teacher grade books.

**G2.** Increase of 2% of parents who feel the school communicates with parents or guardians and community members using a variety of ways.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Student planners
- Listservs
- Newsletters

**Targeted Barriers to Achieving the Goal**

- Parents who do not read our communications.

**Plan to Monitor Progress Toward the Goal**

Climate Survey Data.

**Person or Persons Responsible**

Administration.

**Target Dates or Schedule:**

Weekly.

**Evidence of Completion:**

Staff Meetings.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase student achievement on FCAT 2.0 Reading by 1%.

**G1.B1** We have a number of students who are in honors classes and are level 2 or 3 readers. These students are historically difficult to progress to the next level in reading.

**G1.B1.S1** English teachers at both the 9th and 10th grade level will work closely with students with improvement needed in reading on strategies.

### Action Step 1

Professional development for teachers

#### Person or Persons Responsible

9th and 10th grade students

#### Target Dates or Schedule

as offered

#### Evidence of Completion

Leave slips from teachers, evidence in lesson plans,

#### Facilitator:

District trainings on reading

#### Participants:

9th and 10th grade teachers

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

Classroom observations.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Each nine weeks.

#### Evidence of Completion

iObservation results.

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

Lesson Plans.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

each 9 weeks.

### Evidence of Completion

Lesson Plan books and iobservation results.

**G2.** Increase of 2% of parents who feel the school communicates with parents or guardians and community members using a variety of ways.

**G2.B1** Parents who do not read our communications.

**G2.B1.S1** Offer numerous opportunities for parents to obtain information from our school.

### Action Step 3

Student planners will be given to each student.

### Person or Persons Responsible

Adminstration/faculty members

### Target Dates or Schedule

Summer (June)

### Evidence of Completion

Submission of the handbook and order to the company.

### Action Step 3

Listsersvs

### Person or Persons Responsible

Principal's secretary

### Target Dates or Schedule

Daily as needed.

### Evidence of Completion

Sent items.

### **Action Step 3**

Newsletters

#### **Person or Persons Responsible**

Administration.

#### **Target Dates or Schedule**

Monthly.

#### **Evidence of Completion**

Copies of the finished product.

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

Deadlines for all three products.

#### **Person or Persons Responsible**

Administration.

#### **Target Dates or Schedule**

weekly.

#### **Evidence of Completion**

Final products.

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

Final products and next year's climate survey.

#### **Person or Persons Responsible**

Administration.

#### **Target Dates or Schedule**

Year long.

#### **Evidence of Completion**

Staff Meetings.

## Coordination and Integration

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

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

Title II funds are used at for teacher inservice trainings. These inservice days are based on our Professional Learning Community initiatives. Our guidances counselors refer students to our adult education (ACE) program that meets on our campus throughout the year. Online classes are offered for students who need remediation in academic classes which are housed on our campus after 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.*

### G1. Increase student achievement on FCAT 2.0 Reading by 1%.

**G1.B1** We have a number of students who are in honors classes and are level 2 or 3 readers. These students are historically difficult to progress to the next level in reading.

**G1.B1.S1** English teachers at both the 9th and 10th grade level will work closely with students with improvement needed in reading on strategies.

#### PD Opportunity 1

Professional development for teachers

##### Facilitator

District trainings on reading

##### Participants

9th and 10th grade teachers

##### Target Dates or Schedule

as offered

##### Evidence of Completion

Leave slips from teachers, evidence in lesson plans,

## Appendix 2: Budget to Support School Improvement Goals