Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Fort White High School

17828 SW STATE ROAD 47
Fort White, FL 32038
386-497-5952
http://www.fortwhitehighschool.org/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	65%

Alternative/ESE Center	Charter School	Minority Rate
No	No	22%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	C	B

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Fort White High School

Principal
Keith Couey

School Advisory Council chair
Jackie Clark

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

Name	Title
Keith Couey	Principal
Jay Duval	Assistant Principal
Mary Keen	Assistant Principal
Cindy Clark	Administrative Trainee
Barbara Moore	Instructional Coach
Stephenie Busch	Teacher Support Colleague

District-Level Information

District
Columbia

Superintendent
Mr. Terry L Huddleston

Date of school board approval of SIP
10/8/2013

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

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representatives of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC committee is a major stakeholder in all events that pertain to FT White High. Members of the SAC participated in the writing and development of the SIP. All members also receive a copy of the School Improvement Plan for final approval.

Activities of the SAC for the upcoming school year

September/October- Election of School Advisory Council (SAC) for 2013/2014
Assist in the SIP Development
Begin planning for Science Event
November-Plan for SAC -sponsored Family Reading and Event
January- Review Science and Math goals, barriers and strategies
April- Assist with the Writing Event
May- Review and evaluate the 2013/2014 SIP goals, strategies and barriers
Discuss new ideas for the 2014/2015 SIP

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

To fund SAC-Sponsored Events- Incentives/awards related to SIP Goals- $1,500
To fund AP Exams- Math, Science, History- $3,000
To fund the school Science Fair- $500.00
To fund Middle School Planners- $1,500.00
To fund Supplemental Student Materials- $2,000.00

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:

Keith Couey		
Principal	Years as Administrator: 14	Years at Current School: 1

Credentials	M.A.-Educational Leadership- Nova Southeastern University B.A.-Elementary Education- University of North Florida A.A.-Associate Degree - Lake City Community College Educational Leadership Certification K-12 Elementary Education Certification
Performance Record	During the ten years as a teacher/guidance counselor/CRT, the school FCAT grade increased from a low C to a high C (10 points from a B). The percentage of students scoring a level 3 or higher in math and reading continually increased over the 10 year period.

Jay Duval		
Asst Principal	Years as Administrator: 8	Years at Current School: 12

Credentials	M.S.- Educational Leadership, Nova Southeastern University B.S.-The Florida State University FL Cert.- Principal K-12, Physical Education K-12
Performance Record	Student disciplinary referrals have decreased from in excess of 2900 per school year to less than 1000 per school year. The number of referrals in school year 2012-2013 was 74% less from school year 2004-2005, with a referral rate of 774 during 2012-2013. Direct time of instruction has increased resulting from reduced suspension rates. Improved curricular momentum has been evidenced through improved teacher-student contact time during each instructional year, in addition with improved cumulative student contact time during seven year attendance at a grade six through twelve school setting.

Mary Keen		
Asst Principal	Years as Administrator: 5	Years at Current School: 3

Credentials	B.S.-Family & Consumer Sciences in Education- FL State University M.A.G.-Master's in Agriculture Education and Communication- University of Florida Ed.S.-Educational Leadership- Nova Southeastern University
Performance Record	Mary Keen has been the administrator of the Career and Adult Education for 5 years. During 2010-2011 year 796 students enrolled in CAE Programs with 662 LCP's earned (1 LCP is equivalent to approximately 2 years growth) 76 GED & AHS Diplomas awarded that year. During 2011-2012 year 637 students enrolled with 612 LCP's earned and 92 GED/AHS Diplomas awarded.

Cindy Clark		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	M.E.-Educational Leadership-American College of Education B.S.-Bachelor of Science in Middle School Education- Valdosta State University Mathematics Certification Grades 5-9 Educational Leadership Certification	
Performance Record	During the ten years as a teacher/guidance counselor/CRT, the school FCAT grade increased from a low C to a high C (10 points from a B). The percentage of students scoring a level 3 or higher in math and reading continually increased over the 10 year period.	

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Barbara Moore		
Full-time / School-based	Years as Coach: 8	Years at Current School: 13
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other	
Credentials	M.A. -Reading-Nova Southeastern University B.A.-Elementary Education-University of Florida A.A.-Associate Degree-Santa Fe Community College Elementary Education Certification Reading Certified K-12 ESOL Endorsed	
Performance Record	Barbara has been in education for 38 years, of which she has maintained the status of a" Highly Effective Teacher". Throughout her career she has been an Instructional Coach for 8 years, a Primary Specialist for 4 years and also had experience teaching both at the middle and elementary levels. Fort White High School has maintained a "B" and "C" rating throughout it's existence.	

Stephenie Busch		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other	
Credentials	M.S.- Educational Leadership- Nova Southeastern University B.S.- Elementary Education-FL A&M University A.A.-Associate Degree- Lake City Community College Elementary Education Certification Grades 1-6 Educational Leadership Certification ESOL Endorsed	
Performance Record	Stephenie has been both a middle and elementary educator for 16 years, of which 14 have been in an "A" school. Stephenie has maintained the status as a "Highly Effective Teacher" throughout her career in education. This will be her first year as a Teacher Support Colleague at Fort White High School.	

Classroom Teachers

# of classroom teachers
80

 # receiving effective rating or higher
75, 94%

 # Highly Qualified Teachers
61%

 # certified in-field
77, 96%

 # ESOL endorsed
13, 16%

 # reading endorsed
12, 15%

 # with advanced degrees
17, 21%

 # National Board Certified
0, 0%

 # first-year teachers
3, 4%

 # with 1-5 years of experience
23, 29%

 # with 6-14 years of experience
35, 44%

 # with 15 or more years of experience

21, 26%

Education Paraprofessionals

# of paraprofessionals

13

 # Highly Qualified

13, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

*Regular meetings of new teachers with the principal/designee- Principal
*New teachers are assigned peer-teachers-Principal
*Professional Development for new teachers-School/NEFEC/County/State/Online
*Partnership with FL Gateway Community College/ST Leo University
*UF Teacher Recruitment (job fair)-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

*Florida Performance Measurement System
*New teacher is assigned to a peer teacher with the same subject area certification
*County and school administration provide in-service/support
*Other district adopted system
*Instructional Coaches provide in-service/support on as needed basis
*PD360

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 purpose of the RtILT/SBLT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The RtILT/SBLT reviews school-wide data to address the progress of low-performing

students and determine the enrichment and acceleration needs of high performing students.
The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc..) The team uses the Problem Solving Model and ALL decisions are guided by the review and analysis of student data.
The SBLT monitors/reviews student progress and offers credit recovery as a mean of dropout prevention. A Credit Recovery class is offered for grades 6-12 to ensure student's progress within their cohort group. Guidance Counselors/Teachers meet regularly with students that are involved in Credit Recovery classes to ensure success.

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

The RtILT/SBLT will meet monthly and use the problem-solving process to:
*Oversee the multi-layered model of service delivery(Tier1/Core,Tier2/Supplemental and Tier3/Intensive)
*Based on student data, recommend, coordinate and implement supplemental services (Tier 2 and Tier 3) that match students' non-mastery of skills through tutoring during the day in small group pull-outs in reading, math and writing
*Determine scheduling needs, curriculum materials and intervention resources based on indentified needs derived from data analysis
*Determine the school-wide professional development needs of faculty and staff and arrange training aligned with the SIP goals
*Review and interpret student data (academic,behavior, and attendance) at the school and grade levels
*Organize and support systematic data collection as needed
* Strengthen the Tier 1 (core curriculum) instruction through supportive coaching, management of resources and providing professional development in research based instructional strategies.

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

*The School Based Leadership Team (SBLT)/RtILT and SAC participated in the development of the School Improvement Plan.
*The SBLT will communicate and support the implementation of PLC's by reviewing data periodically.
*The SBLT will train PLC's on the use of the Facilitator Tool for Problem Solving in order to provide equitable input from all stakeholders

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

*Data Sources- FCAT released test, FAIR, Performance Matters, and other progress monitoring assessments.
*RtI process and support
*Database-School-wide behavior plan,Grade book: Crosspointe, AS400 Behavior reports, Renaissance (grades 6-8)

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

The School Based Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The SBLT will work to align the efforts of other school teams that may be addressing similar identified issues.
Teachers received training on behavioral strategies and RtI. Training will be ongoing throughout the year. District RtI coordinator will be utilized in training faculty.

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: Summer Program

Minutes added to school year: 5,760

The purpose of the Summer Enrichment Program is to provide students with a continuation of academic focus throughout the summer. It is designed to engage students academically with a hands-on approach to sustain interests through disguised learning. Students are selected for the program based on end-of-year assessments from Performance Matters. Our focus is aimed at the lower quartile, but will be made available to any students grades 6-8 that wish to attend.

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?

The STAR Reading and Math Assessments from Renaissance Learning will be given at the beginning, middle and end of the summer, enrichment session. Additional math assessment will include: Five minute timed tests in addition, subtraction, multiplication and division. A notebook of all data to be collected will be kept and given to administration.

Who is responsible for monitoring implementation of this strategy?

Responsible parties: Coordinator, teacher and paraprofessional

Literacy Leadership Team (LLT)

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

Name	Title
Mary Keen	Assistant Principal
Barbara Moore	Instructional Coach
Stephenie Busch	Teacher Support Colleague
Debby Ashraf	Intensive Reading Teacher
Vicki Tougaw	Language Arts Teacher
Kevin Doyle	Media Specialist
Sharon Reshard	Social Studies Teacher
Linda Richardson	Science Teacher
Clarrissa Rossin	Vocational/Elective Teacher

How the school-based LLT functions

The Literacy Leadership Team meets monthly to discuss topics of interest and need in the support of literacy in our school. The role of the LLT member is to stress the importance of sound literacy practices within their department and lead out in this area. This is done by leading department book studies, sharing scientific based reading strategies and encouraging independent and oral reading within their particular discipline. LLT members have a desire to promote reading in all disciplines to assist our students in gaining meaning from the printed word and becoming lifelong readers that are well informed adults.

Major initiatives of the LLT

School wide literacy activities are planned within the LLT. It is an expectation of the LLT to lead out and support fellow colleagues in making these activities a success for all students. Through these activities it is the goal of the Administration and the LLT to instill in our students the love of reading and the realization that the world is opened to all through print.

Every Teacher Contributes to Reading Instruction

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

*Evidence of reading strategies will be documented in all teacher lesson plans.
*Teachers will implement reading strategies to accommodate comprehension of their content area.
*Teachers will use data from Performance Matter, Fair, and other assessments to address reading deficiencies of students

College and Career Readiness

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

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

The offering of all practical arts courses is student driven and is based on the premise of career training with the completion of appropriate nationally recognized certifications and exams.

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 meet with students each spring to select courses for the upcoming year. Academic worksheets are completed for each student. These worksheets are reviewed each semester to track progress of students. A career center is available for students to explore college and career opportunities. The Career Adviser works independently with students to research post secondary choices.

Strategies for improving student readiness for the public postsecondary level

Data from the report will be reviewed to determine if students are being placed in rigorous courses that will prepare them for post-secondary readiness.

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	59%	55%	No	63%
American Indian				
Asian				
Black/African American	37%	34%	No	43%
Hispanic	57%	70%	Yes	61%
White	62%	56%	No	66%
English language learners				
Students with disabilities	40%	30%	Yes	46%
Economically disadvantaged	53%	50%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	222	27%	30%
Students scoring at or above Achievement Level 4	215	26%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		19%
Students scoring at or above Level 7	10	83%	85%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	503	61%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	453	55%	58%

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]*		42%
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]*		22%
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]*		2%

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.	70	62%	64%

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	130	38%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		77%

Area 3: Mathematics

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	83	18%	20%
Middle school performance on high school EOC and industry certifications	217	47%	49%

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	61%	54%	No	65%
American Indian				
Asian				
Black/African American	45%	36%	No	51%
Hispanic	58%	64%	Yes	62%
White	63%	54%	No	66%
English language learners				
Students with disabilities	37%	29%	No	43%
Economically disadvantaged	56%	47%	No	60%

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)	323	58%	60%
Students in lowest 25% making learning gains (EOC)	41	51%	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.	38	34%	36%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	37%	39%
Students scoring at or above Achievement Level 4	18	10%	12%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	38%	40%
Students scoring at or above Achievement Level 4	29	20%	22%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	24%	26%
Students scoring at or above Achievement Level 4	28	17%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		98%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		2%

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]*		52%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		52%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	37%	39%
Students scoring at or above Achievement Level 4	43	24%	26%

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)	3		
Participation in STEM-related experiences provided for students	10		

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	109		
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		99%	
Students taking one or more advanced placement exams for STEM-related courses	0		
CTE-STEM program concentrators	9		
Students taking CTE-STEM industry certification exams	12		
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	833	72%	73%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	55	7%	8%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	10%
Students taking CTE industry certification exams	87	10%	11%
Passing rate (%) for students who take CTE industry certification exams		49%	51%
CTE program concentrators	40	33%	34%
CTE teachers holding appropriate industry certifications	8	80%	90%

Area 8: Early Warning Systems

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	103	20%	17%
Students who fail an English Language Arts course	83	16%	14%
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	233	21%	19%
Students in ninth grade with one or more absences within the first 20 days	87	8%	6%
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0	66	6%	4%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	414	37%	35%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	125	11%	9%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	4	4%	2%
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)	75	66%	68%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	47	42%	44%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	81	72%	70%

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

Increase two way positive communication between parent and faculty through: emails, phone calls, conferences, Open House, Tribal Council, SAC involvement,as well as other school functions.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
SAC Involvement	4	25%	25%
Open House	N/A	0%	50%
Tribal Council (Parent Organization)	0	0%	75%
Student/Parent Tutoring Sessions Available (weekly)		%	5%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. All teachers will implement effective teaching strategies/accommodations specific to Students with Disabilities in math through the Gradual Release/5 E model.

G2. All teachers will incorporate a writing activity/strategy aligned to their content area within their curriculum monthly.

Goals Detail

G1. All teachers will implement effective teaching strategies/accommodations specific to Students with Disabilities in math through the Gradual Release/5 E model.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Formative Mini Assessments through Performance Matters
- Online math practice programs
- FDLRS training for Students with Disibilities
- School Attendance Incentives
- Seek grants for supplementation of programs
- Model classrooms designated with assistance by Instructional Coaches
- Common Planning
- Administrative Support/Lead Teachers
- Lesson Studies/Instructional Coaches

Targeted Barriers to Achieving the Goal

- Student Attendance
- Lack of funds for materials needed.
- Lack of in-service in area of Students with DIsabilities subgroup.
- ESE Paraprofessionals are pulled for other duties.
- Class size

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. All teachers will incorporate a writing activity/strategy aligned to their content area within their curriculum monthly.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Professional Development in writing provided by school, county and state.
- Common Planning

Targeted Barriers to Achieving the Goal

- Poor Student Attendance

- Lack of adequate writing practice

Plan to Monitor Progress Toward the Goal

Extended Responses on Formative Assessments and daily assignments

Person or Persons Responsible
Teachers

Target Dates or Schedule:
Ongoing (monthly)

Evidence of Completion:
Increased FCAT Writing Scores

Action Plan for Improvement

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

G1. All teachers will implement effective teaching strategies/accommodations specific to Students with Disabilities in math through the Gradual Release/5 E model.

G1.B1 Student Attendance

G1.B1.S1 Parent Contact School-Wide

Action Step 1

Parental Contact School-Wide

Person or Persons Responsible

All 1st block teachers

Target Dates or Schedule

First week of school/ Ongoing

Evidence of Completion

Phone Log

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S2 Excessive Absences- Parent Contact

Action Step 1

Excessive Absences

Person or Persons Responsible

Teachers counsel with students and contact parents upon consistent absences.

Target Dates or Schedule

Three absences/ As Needed

Evidence of Completion

Phone Log

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S3 Attendance Department notify guardians of student's absence.

Action Step 1

Attendance Department Notification

Person or Persons Responsible

Attendance Department

Target Dates or Schedule

Ongoing/As Needed

Evidence of Completion

AS400/Phone Log/List/ documanetation of students turned in for truancy

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S4 School Attendance Incentives

Action Step 1

Attendance Incentives

Person or Persons Responsible

School-Based Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Awards

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B5 ESE Paraprofessionals are pulled for other duties.

G1.B5.S1 Incentives for teacher attendance to reduce using paraprofessionals as substitutes.

Action Step 1

ESE Paraprofessionals pulled for class coverage

Person or Persons Responsible

ESE Paraprofessional/Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Paraprofessional/Teacher Attendance through school secretary data

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B7 Class size

G1.B7.S1 Create Essential Skill course for identified SWD.

Action Step 1

Class Size

Person or Persons Responsible

ESE Teachers

Target Dates or Schedule

5th Block (daily course)

Evidence of Completion

Class Roster/Master Schedule

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B7.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. All teachers will incorporate a writing activity/strategy aligned to their content area within their curriculum monthly.

G2.B1 Poor Student Attendance

G2.B1.S1 Attendance Incentive Program

Action Step 1

Attendance Incentive Program

Person or Persons Responsible

SBLT/ Teachers/Attendance Clerks/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Crosspointe/AS 400 Attendance Data

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

Poor Student Attendance

Person or Persons Responsible

SBLT/Teachers/Attendance Clerk/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Data

Plan to Monitor Effectiveness of G2.B1.S1

Student Attendance Incentive

Person or Persons Responsible

SBLT/Teachers/Attendance Clerks/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Data

G2.B2 Lack of adequate writing practice

G2.B2.S1 Teachers will include extended responses on formative assessments and daily assignments.

Action Step 1

Extended Responses on Formative Assessments and daily assignments

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing (monthly)

Evidence of Completion

Formative Assessments/ Daily Assignments

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

Extended Responses on Formative Assessments and daily assignments

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing (monthly)

Evidence of Completion

Improved Formative Assessment Scores/ Increased FCAT Scores

Plan to Monitor Effectiveness of G2.B2.S1

Extended Responses on Formative Assessments and daily assignments

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing (monthly)

Evidence of Completion

Increased Writing 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

Title II monies will be distributed equitably throughout the schools for professional development through the county office.
Title I (Part C Migrant):Students are identified and referred to the North Florida Migrant Center in Alachua county. (Services include tutoring, materials for teachers and translators are provided)
Title X Homeless: All referrals are sent to the department of Homeless Education..
CTE: We submit requests for materials, curriculum support, repairs, maintenance of equipment. Items requested are an integral part of the curriculum.
DCT: (job training) Federal and state funds are provide to support courses to provide the opportunity for students to receive on the job training.

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