2013-2014 SCHOOL IMPROVEMENT PLAN

Douglas Anderson School Of The Arts

2445 SAN DIEGO RD
Jacksonville, FL 32207
904-346-5620
http://www.da-arts.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	18%

Alternative/ESE Center	Charter School	Minority Rate
No	No	38%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
NOT GRADED	A	A	B	A

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
Douglas Anderson School Of The Arts

Principal
Jackie Cornelius H

School Advisory Council chair
Deborah Knauer

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

Name	Title
Jackie Cornelius	Principal
Melanie Hammer	Asst. Principal
Lianna Knight	Asst. Principal
Sarah Thurlow	ISSP Teacher
Michael Lipp	Testing Coordinator

District-Level Information

District
Duval

Superintendent
Dr. Nikolai P Vitti

Date of school board approval of SIP
01/07/2014

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 Douglas Anderson SAC consists of a diverse group of supporters with a goal to support the faculty, staff, and students in meeting the targets outlined in the School Improvement Plan.The principal shall assure that the membership shall be representative of the ethnic, racial and economic community served by the school and shall include parents, teachers, education support employees, community members, and school administration. A majority of the membership shall be non-staff.
Deborah Knauer, SAC Chair
Jackie Cornelius, Principal
Bonnie Harrison, Teacher
Alison Swartz, Teacher
Tiffany Melanson, Teacher
Adea Reardon, Student
Nathlyn Hemmingway, Parent

DeeDee Burgess, Parent
Carol Sumpter, Parent
Christina Parrish, Parent
Warren Hodge, Community/Business
Garry Merritt, Community/Business
Martin Wander, Community/Business
Frances Soper, Educational Support

Involvement of the SAC in the development of the SIP

The School Advisory Council is a resource to the school and the principal. The term "advisory" is intended to mean 1) inquiring, 2) informing, 3) suggesting, 4) recommending, and 5) evaluating the school improvement plan. The SAC will meet monthly to assist with the targets listed on the school improvement plan.

Activities of the SAC for the upcoming school year

The functions of the School Advisory Council are:
a. assist in the preparation and evaluation of the school improvement plan
b. assist in the preparation of educational improvement proposals for implementing an educational improvement plan
Other board functions of the School Advisory Council are:
a. participate in planning and monitoring of school buildings and grounds (currently in process of building additional classrooms)
b. initiate activities or programs that generate greater cooperation between the community and the school
c. assist in the development of educational goals and objectives
d. recommend various support services in the school
e. assist in the preparation of the accreditation report
f. review the impact of property development and zoning changes in the vicinity of the school as they relate to the safety, welfare and educational opportunities of the students
g. perform any such functions as prescribed by the regulation of the School board
h. assist in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending, or continuing such school improvement plan as required by Florida Statutes
i. review the budget to be sure it is aligned with the School Improvement Plan
j. Perform other functions as requested by the principal

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

District provides this data

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:

Jackie Cornelius H		
Principal	Years as Administrator: 29	Years at Current School: 25

Credentials	Ms. Cornelius received her B.A.from the University of Florida and her M.Ed. in Educational Leadership from the University of North Florida. Under Mrs. Cornelius' leadership, DA has been recognized as a National Blue Ribbon School of Excellence, a National Model School, a Florida A+ school for 13 years and a National Leader School by the US Department of Education as well as being listed by the Newsweek magazine as one of the Best Academic High Schools in the country. Knowing that we come to know and experience our own humanity through art, she has tirelessly initiated and supported numerous arts education projects nationally and locally benefiting the students, school, its faculty and staff. She has served as President of Theatre Jacksonville, Uptown Civilians, First Coast Business and Professional Women's Club,and as a Past Director of the BPW Florida Education Foundation. She is a Leadership Jacksonville Alumni, '92. She has served as President of the International Network of Performing and Visual Arts Schools, has served on the Jacksonville Women's Network board and the Mayor's Commission on the Status of Women board. She also has in the past served on the Gateway Girl Scout Council, the Mayor's Insight Committee, the Jacksonville Symphony Education committee, and the Youth Leadership Jacksonville Board of Directors. Awards include: Florida Principal of the Year 2011; National Distinguished Principal Finalist 2011; the Eve Award, Florida Times Union, 2002; Florida 2000 Leadership Award/Arts for a Complete Education/ Florida Alliance for Arts Education; National Service Learning Award / US Department of Education, April 2001; Outstanding Arts Educator Award/ Jacksonville Arts Assembly, 1996; Woman of Distinction Award/ Gateway Girl Scout Council, 1995; Woman of the Year/ River City BPW, 1996; Excellence Award for Most Outstanding Drug Education Program /Florida Commissioner of Education, 1988, State Outstanding Leadership Award, University of Florida; Florida Outstanding Administrator Award, Florida Thespians; Outstanding Administrator/Principal, Florida Thespians; Outstanding Leader, Florida Visual Arts.
Performance Record	2012-2013: Grade N/A 2011-2012: Grade A Reading mastery 82%, Math mastery 84%,Writing mastery 96%. 2010-2011: Grade B Reading mastery 74%, Math mastery 89%, Writing mastery 95%, Science mastery 72%. AYP not achieved. 2009-2010: A Reading mastery 76%, Math mastery 91%, Writing mastery 96%, Science mastery 70%. AYP not achieved. 2007-2008: Grade A

Reading mastery 76%, Math mastery 90%, Writing mastery 86%, Science mastery 63%. AYP was achieved.
2008-2009: Grade B
Reading mastery 71%, Math mastery 88%, Writing mastery 87%, Science mastery 67%. AYP was not achieved due to our African American subgroup in Reading.

Melanie Hammer		
Asst Principal	Years as Administrator: 5	Years at Current School: 9

Credentials	Ms. Hammer earned a B.S. in Mathematics Education from the University of Georgia, and a Master's degree in Educational Leadership from the University of North Florida.
Performance Record	2012-2013: Grade N/A 2011-2012: Grade A Reading mastery 82%, Math mastery 84%,Writing mastery 96%. 2010-2011: Grade B Reading mastery 74%, Math mastery 89%, Writing mastery 95%, Science mastery 72%. AYP not achieved. 2009-2010: A Reading mastery 76%, Math mastery 91%, Writing mastery 96%, Science mastery 70%. AYP not achieved. 2007-2008: Grade A Reading mastery 76%, Math mastery 90%, Writing mastery 86%, Science mastery 63%. AYP was achieved. 2008-2009: Grade B Reading mastery 71%, Math mastery 88%, Writing mastery 87%, Science mastery 67%. AYP was not achieved due to our African American subgroup in Reading.

Lianna Knight		
Asst Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	Ms. Knight earned a B.A. in Dance from Sam Houston State University and a Master's degree in Educational Leadership from Stephen F. Austin State University.
Performance Record	2012-2013: Grade N/A 2011-2012: Grade A Reading mastery 82%, Math mastery 84%,Writing mastery 96%. 2010-2011: Grade B Reading mastery 74%, Math mastery 89%, Writing mastery 95%, Science mastery 72%. AYP not achieved. 2009-2010: A Reading mastery 76%, Math mastery 91%, Writing mastery 96%, Science mastery 70%. AYP not achieved. 2007-2008: Grade A Reading mastery 76%, Math mastery 90%, Writing mastery 86%, Science mastery 63%. AYP was achieved. 2008-2009: Grade B Reading mastery 71%, Math mastery 88%, Writing mastery 87%, Science mastery 67%. AYP was not achieved due to our African American subgroup in Reading.

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

63

 # receiving effective rating or higher

63, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

63, 100%

 # ESOL endorsed

45, 71%

 # reading endorsed

2, 3%

 # with advanced degrees

40, 63%

 # National Board Certified

8, 13%

 # first-year teachers

1, 2%

 # with 1-5 years of experience

12, 19%

 # with 6-14 years of experience

27, 43%

 # with 15 or more years of experience

24, 38%

Education Paraprofessionals

# of paraprofessionals

1

 # Highly Qualified

1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

5

 # 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

To ensure that we have the most highly qualified, certificated and effective teachers we publish our vacancies in national journals and searches. The Administrative Team also requires all new teachers to participate in our New Teacher Orientation and provide our new teachers with an experienced and seasoned mentor.

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

All new teachers are paired with an experienced and seasoned teacher mentor. All mentors have attended the Duval County Schools' Clinical EducatorTraining Program. Mentors provide new teachers with assistance in creating lesson plans, following the curriculum guide, classroom management techniques and best practices for instructional strategies.

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

We meet as an entire faculty during pre-planning to discuss and analyze what Multi-Tiered System of Supports (MTSS) "looks like" at Douglas Anderson. Our MTSS program includes a Remediation and Enrichment Day, (RED). Students are given the opportunity to attend either an enrichment or remediation session every Thursday for 55 minutes. We defined the three tiers of MTSS as well as which students fall into the tiers and what safety nets/strategies we offer for each tier. Depending on the tier, students are required to attend remediation sessions, work with a student peer, and/or attend before or after tutorials.

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

Our MTSS Leadership Team assists instructors in serving students' needs and tier placement. Most of our Faculty are required to mentor students identified in both tiers 2 and 3 and peer tutoring and arts mentoring occurs.

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

Our MTSS Leadership Team communicates weekly to discuss strategies, problem solve, and work to improve grades for all of our students. Quarterly, the data is reviewed, discussed, and analyzed at staff, SAC, Steering, and Faculty Meetings.

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

Our MTSS team meets quarterly (as needed) to discuss the following student data:
Attendance (school attendance and attendance/participation in RED)
Completion of student assignments, OnCourse Grade Portal
Students on Probation, defined as below at 2.0 GPA or 2 or more F's during a 9 week grading period

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

Professional development is provided during pre-planning, faculty meetings, and PLC meetings. The Leadership Team will also evaluate additional professional development needs throughout the school year.

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)
""

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
Debbie Lee Rouse	English Department Chair, Reading Teacher
Amy Kovalcik	Reading Teacher

How the school-based LLT functions

The LLT meets quarterly and during PLC time to review the data from the CGAs and IOWA test. The team will share the results from each administration during faculty meetings and help the faculty to brainstorm on strategies to improve student performance resulting in better scores.

Major initiatives of the LLT

The major initiative of the LLT is to increase student performance to 86% proficiency in Reading in 2013-2014 from 81% in 2012-2013.

Every Teacher Contributes to Reading Instruction

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

Many of our teachers attended the district's Teacher Academy this summer. During Preplanning, they shared what they found most valuable at the Academy and then could embrace and integrate reading strategies across the curriculum in all subjects.
We showcase model lessons from our teachers during Faculty Meetings as well as share Reading resources with our faculty that can be integrated across the curriculum.

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

Our students are enrolled based on acceptance into one of eight art areas. We have created an extensive Curriculum Guide that outlines each course required specifically for each art area along with a rigorous academic schedule. All departments integrate "real life" scenarios within lessons.

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

Our school counselors meet individually with every student to ensure that students are taking meaningful and relevant courses based on the students' course of study. We use teacher, parent and counselor recommendations for course selections as well as review data from FCAT, EOC, SAT/ACT, and transcripts. In addition, all arts areas conduct college nights as well as counsel students one on one about their future college/career options, as well as track their students from 9-12 grades.

Strategies for improving student readiness for the public postsecondary level

Listed below are strategies:
• Post Know the scores in classrooms and around school
• Post SAT/ACT dates
• Use Parent Link to educate parents about importance of ACT/SAT/PERT/PSAT and Post Secondary Readiness (PSR). (Prior to administration of PERT, let parents know how results will be used; announce ACT/SAT registration deadlines, fee waivers, etc.)
• SAT/ACT test prep RED sessions are held
• College application process/writing the college and scholarship application essay conducted in classes and offered during RED, weekly
• PSR/test prep RED sessions
• Send letters to students (and meet with them via RED) that explain PSR and include their individual data (as well as how SAT/ACT can be used as concordant scores for FCAT)
• Use Free and Reduced lunch status on PSR files so counselors know who's eligible for a waiver and can advise students accordingly
• Send for students who are eligible for waivers and have them register on the spot in guidance; if not eligible, start registration process and "save" and have them return later with credit card info or to show they finished registering at home.
• Track all seniors and ensure all have taken the SAT, ACT, or PERT
• Project My College QuickStart on a large screen and demonstrate how to use and navigate it during guidance lessons.
• During PSAT workshop have students use their access code from the PSAT to work through My College QuickStart
• Make sure students are aware of Jacksonville Commitment scholarships—early (so they have time to meet college admission requirements).
• Provide a checklist by month of what students should be doing and discuss every month with students (juniors and seniors).
• Have seniors talk to juniors during class presentations about "what I wish I had known/done differently as a junior" or "I've been accepted to _____ and here are the steps I took to make this happen."
• Share PSR data with teachers (create a share file and/or sort by SLC/teacher/team/academy).
• Involve teachers in determining how to improve percentage of PSR students
• PSAT Summary of Answers and Skills (SOAS) presentation to faculty
• Train faculty on content and structure of the SAT, ACT, and PERT exams so that they can better

understand how to prepare their students and advise their student in registering for the tests.
• Counselor Corner at lunch to provide students quick access to them and provide ACT, SAT, and PERT information such as how to register, upcoming dates, and to encourage them to take the exam(s), as well as to advise students on other guidance-related issues.
• Allow students to email counselors as an alternative to going to the guidance office for simple questions. (Students reported that response time was almost immediate.)
• Counselor corner blog – sign students up for up to date college and scholarship information and important announcements to be received via email
• English and math classrooms SAT and ACT question of the day
• Upperclassman English teachers college essay assignments
• Guidance Counselor admissions hour (college and scholarship assistance and SAT/ACT registration) tues and thurs after school
• Provide a link from OnCourse to guidance blog/other appropriate sites.
• Hold student focus groups everyday for two weeks on particular topics (e.g., college application process, scholarships, Bright Futures, etc.) to find out where the gaps in information are
• Take the opportunity during parent conferences to educate parents about the importance and value of PSR scores and test information – meeting with every sophomore parent

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	84%	81%	No	86%
American Indian				
Asian	75%	60%	No	78%
Black/African American	66%	67%	Yes	69%
Hispanic	73%	80%	Yes	75%
White	91%	87%	No	92%
English language learners				
Students with disabilities	61%	40%	No	65%
Economically disadvantaged	68%	71%	Yes	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	162	25%	
Students scoring at or above Achievement Level 4	365	57%	

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)	496	77%	
Students in lowest 25% making learning gains (FCAT 2.0)	118	73%	

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]		80%
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]		60%
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]		80%

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.	246	97%	

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	248	82%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	49%		No	54%
American Indian				
Asian				
Black/African American	29%		No	36%
Hispanic				
White	58%		No	63%
English language learners				
Students with disabilities				
Economically disadvantaged	53%		No	58%

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	49%	83%	Yes	54%
American Indian				
Asian				
Black/African American	29%	67%	Yes	36%
Hispanic				
White	58%	87%	Yes	63%
English language learners				
Students with disabilities				
Economically disadvantaged	53%	78%	Yes	58%

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)	98	78%	
Students in lowest 25% making learning gains (EOC)	23	75%	

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.	216	85%	

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	57%	
Students scoring at or above Achievement Level 4	22	18%	

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	151	47%	
Students scoring at or above Achievement Level 4	93	29%	

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	146	41%	
Students scoring at or above Achievement Level 4	181	51%	

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 *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* 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	56	5%	
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	40	3%	
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	2	0%	
Passing rate (%) for students who take CTE industry certification exams		0%	
CTE program concentrators			
CTE teachers holding appropriate industry certifications	2	2%	

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	2	0%	
Students with grade point average less than 2.0	24	7%	
Students who fail to progress on-time to tenth grade	1	0%	
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)	256	96%	
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	9	82%	
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	

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

Our goal is to ensure that 100% of our parent information is accurate in our district-wide computer program. We also wish to increase parent communication between parent and students as well as between parents and teachers.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of accurate parent phone numbers and addresses in Genesis to 100%.	1043	90%	100%

Area 10: Additional Targets

Additional targets for the school

The 2014 graduating class will be 100% Post Secondary Ready.
The 2014 graduating class will meet the criteria of acceptance into the country's top colleges, universities, and conservatories with stellar art programs.
Douglas Anderson School of the Arts will ensure that 100% of our visitors will check in and sign-in as required by Duval County Public Schools.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The 2014 graduating class will be 100% Post Secondary Ready in Reading..	247	97%	79%
The 2014 graduating class will be 100% Post Secondary Ready in Math.	216	85%	57%
The 2014 graduating class will obtain the knowledge and skills to be accepted into the country's top colleges, universities, and conservatories with stellar art programs.	80	38%	40%
As a safety precaution, Douglas Anderson School of the Arts will ensure that 100% of our visitors check-in and sign-in.		%	100%

Goals Summary

G1. The pass rate in Reading will increase from 81% in 2013 to 86% in 2014.

G2. To maintain our FCAT Writing score from 82% in 2012-2013 to 82% in 2013-2014.

G3. The Algebra EOC score will increase from 58% in 2012-2013 to 60% in 2013-2014 (although our AMO goal is 54%).

G4. The 2014 graduating class will be 100% Post Secondary Ready and meet the criteria of acceptance into the country's top colleges, universities, and conservatories with stellar art programs.

Goals Detail

G1. The pass rate in Reading will increase from 81% in 2013 to 86% in 2014.

Targets Supported

Resources Available to Support the Goal
- Utilizing district support staff
- Data from IOWA results, Data from Curriculum Guide Assessments
- Collaborations with Social Studies Department

Targeted Barriers to Achieving the Goal
- Schedule changes that might occur as a result from IOWA
- Student attendance in Reading courses
- Inadequate teacher training

Plan to Monitor Progress Toward the Goal

Regular Common Planning and Professional Development.

Person or Persons Responsible
English Department and Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Our Reading scores will increase to at least 86% passing.

G2. To maintain our FCAT Writing score from 82% in 2012-2013 to 82% in 2013-2014.

Targets Supported
- Writing

Resources Available to Support the Goal
- Training on FCAT Writing scoring
- School-wide implementation of writing in the curriculum
- Conduct a mock FCAT Writes test

Targeted Barriers to Achieving the Goal
- Not all teachers are aware of the components of the FCAT Writes
- Creating an environment that is conducive to teacher buy in.

Plan to Monitor Progress Toward the Goal

Feedback from English II teachers and students as well as improved scores on district writing assessments

Person or Persons Responsible
English II Honors and Standard teachers

Target Dates or Schedule:
Throughout the 2013-2014 School Year

Evidence of Completion:
Test Scores

G3. The Algebra EOC score will increase from 58% in 2012-2013 to 60% in 2013-2014 (although our AMO goal is 54%).

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Curriculum Guide Assessment Data by benchmark
- Collaboration and mentoring of novice Algebra I teachers
- Access to laptop cart or computers for Algebra Enrichment

Targeted Barriers to Achieving the Goal
- Lack of student engagement or seriousness on the Curriculum Guide Assessments
- Lack of common planning time with Algebra I teachers

Plan to Monitor Progress Toward the Goal

Curriculum Guide Assessment results

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Increase in Algebra End of Course results

G4. The 2014 graduating class will be 100% Post Secondary Ready and meet the criteria of acceptance into the country's top colleges, universities, and conservatories with stellar art programs.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- Funding resources for students that are unable to pay for post secondary ready assessments
- One-on-one tutoring for struggling students
- Practice SAT/ACT tests
- Identify students in need of academic assistance and/or those who have not attempted to take a post secondary readiness exam
- Use enrichment time (Response to Intervention) to target students and provide tutoring and testing strategies
- Visit arts colleges, universities, and conservatories, as well as meet their faculty during college nights
- Experience cutting edge arts technology, software and materials
- Experience performing, speaking, and working with guest artists/teachers practicing in their fields

Targeted Barriers to Achieving the Goal
- Lack of time to tutor and monitor academically challenged students
- Lack of parent and student involvement when it comes to testing dates, times, and fees

Plan to Monitor Progress Toward the Goal

More students registering and taking post secondary readiness exams

Person or Persons Responsible
Art Directors, School Counselors, and Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Increase in post secondary readiness scores as reflected in data.

Action Plan for Improvement

Problem Solving Key

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

G1. The pass rate in Reading will increase from 81% in 2013 to 86% in 2014.

G1.B1 Schedule changes that might occur as a result from IOWA

G1.B1.S1 The Curriculum Department will acquire input from the Reading teachers when changing schedules and create a master schedule in which Reading courses are vertically aligned when possible.

Action Step 1

A teacher representative will assist curriculum with scheduling students.

Person or Persons Responsible

All Reading teachers

Target Dates or Schedule

When schedule changes occur.

Evidence of Completion

Schedules will reflect student needs as reflected via scheduling documentation.

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

Proper schedule changes are implemented

Person or Persons Responsible

Entire English Department

Target Dates or Schedule

All school year

Evidence of Completion

Students will obtain the resources need to be successful based on the academic level of the course they are scheduled in as reflected via scheduling documentation.

Plan to Monitor Effectiveness of G1.B1.S1

Teachers will be trained on the importance of IOWA and how to interpret the data from the IOWA results.

Person or Persons Responsible

All English Teachers

Target Dates or Schedule

Before the IOWA is administered

Evidence of Completion

Schedules accommodate student needs as reflected via scheduling documentation.

G1.B1.S2 Teachers will give a pre-test prior to the IOWA to gauge where students are academically.

Action Step 1

Administer the Pre-Test

Person or Persons Responsible

English Teachers

Target Dates or Schedule

Prior to IOWA

Evidence of Completion

Results from Pre-Test

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

Creation and Administration of the Pre-Test for IOWA

Person or Persons Responsible

Reading Specialist

Target Dates or Schedule

Prior to the IOWA administration

Evidence of Completion

Review the results from the Pre-Test with English Teachers

Plan to Monitor Effectiveness of G1.B1.S2

Administering the Pre-Test prior to IOWA

Person or Persons Responsible

English Teachers

Target Dates or Schedule

After the Pre-Test and IOWA have been given to students

Evidence of Completion

Teachers will determine if the results from the Pre-Test were valid in comparison to the IOWA results.

G1.B2 Student attendance in Reading courses

G1.B2.S1 Offer Reading Courses during the school day instead of after school.

Action Step 1

Build a master schedule with Reading courses during the school day.

Person or Persons Responsible

Assistant Principal of Curriculum, Principal, Reading Teachers

Target Dates or Schedule

summer

Evidence of Completion

Master Schedule reflecting Reading class enrollments.

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

Vertically aligned Reading Courses built into the master schedule during the day.

Person or Persons Responsible

Principal

Target Dates or Schedule

summer

Evidence of Completion

Master Schedule

Plan to Monitor Effectiveness of G1.B2.S1

Reading classes during the day.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

throughout the school year

Evidence of Completion

student achievement in the Reading courses

G1.B3 Inadequate teacher training

G1.B3.S1 Collaborate on a regular basis with other Reading teachers at the local and district levels.

Action Step 1

Provide professional development during school, horizontally plan, and take a TDE to plan and create lesson plans by grade level.

Person or Persons Responsible

Reading and English Standard Teachers

Target Dates or Schedule

Implement by the first nine weeks grading period.

Evidence of Completion

Data driven lesson plans and results from Curriculum Guide Assessments

Facilitator:

Sarah Thurlow, Linda Fralick, Debbie Rouse, Amy Kovalcik

Participants:

Reading and English Standard Teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Teacher attendance during professional development and implementation of reading strategies in the classroom.

Person or Persons Responsible

Entire English Department

Target Dates or Schedule

School year 2013-2014

Evidence of Completion

Results from IOWA and Curriculum Guide Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Implementation of reading strategies, collaborations, and common planning.

Person or Persons Responsible

Entire English Department

Target Dates or Schedule

Entire school year

Evidence of Completion

Collaboration on lesson planning, results from district assessments, and implementation of new strategies as reflected in Early Release and Faculty Meeting agendas, emails, and documentation.

G2. To maintain our FCAT Writing score from 82% in 2012-2013 to 82% in 2013-2014.

G2.B1 Not all teachers are aware of the components of the FCAT Writes

G2.B1.S1 Utilize the Early Release time on Wednesdays for training sessions on FCAT Writes rubrics and scoring.

Action Step 1

FCAT Writes Training

Person or Persons Responsible

Ensure all English II Honors/Standard teachers

Target Dates or Schedule

During Early Release

Evidence of Completion

Handouts and hands-on activities

Facilitator:

Linda Fralick, Reading/ELA Specialist

Participants:

English II Honors and Standard Teachers

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

Training is conducted

Person or Persons Responsible

English II Honors and Standard Teachers, Reading/ELA specialist, Administration

Target Dates or Schedule

Early Release Days

Evidence of Completion

Attendance of English II Honors and Standard Teachers

Plan to Monitor Effectiveness of G2.B1.S1

Survey and Critique of Professional Development Provided

Person or Persons Responsible

Reading/ELA Specialist and Administration

Target Dates or Schedule

End of Year

Evidence of Completion

Survey

G2.B2 Creating an environment that is conducive to teacher buy in.

G2.B2.S1 Teachers should include evidence of writing in Individual Professional Development Plans and/or implement writing strategies across the curriculum

Action Step 1

All teachers include evidence of writing in Individual Professional Development Plans and/or during classroom instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Post observation conferences or classroom observation

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2.S2 Department Chairs will monitor and collect artifacts of writing cross-curriculum

Action Step 1

Check for implementation of writing in classes and artifacts

Person or Persons Responsible

Department Chairs

Target Dates or Schedule

Quarterly during Early Release/PLC time

Evidence of Completion

Early Release/PLC Minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Individual Professional Development Plan and CAST Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Final evaluation and/or post conference from CAST observation

Plan to Monitor Effectiveness of G2.B2.S2

Share strategies

Person or Persons Responsible

Each department

Target Dates or Schedule

Faculty Meetings or PLC's

Evidence of Completion

Lesson Plans and/or minutes from meetings

G3. The Algebra EOC score will increase from 58% in 2012-2013 to 60% in 2013-2014 (although our AMO goal is 54%).

G3.B1 Lack of student engagement or seriousness on the Curriculum Guide Assessments

G3.B1.S1 Teachers will weight the Curriculum Guide Assessment as equivalent to a test grade

Action Step 1

Weight the Curriculum Guide Assessment as a test grade each quarter

Person or Persons Responsible

Algebra Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Teacher OnCourse Gradebook

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

Reflect on impact of the Curriculum Guide Assessment results and incorporation in the students' nine weeks grade

Person or Persons Responsible

Algebra Teachers

Target Dates or Schedule

Early Release/PLC time

Evidence of Completion

Minutes from Early Release/PLC time

Plan to Monitor Effectiveness of G3.B1.S1

Reflecting on results and test scores

Person or Persons Responsible

Algebra Teachers

Target Dates or Schedule

Early Release/PLC time directly following the Curriculum Guide Assessment

Evidence of Completion

OnCourse Gradebook and minutes from Early Release/PLC

G3.B2 Lack of common planning time with Algebra I teachers

G3.B2.S1 Algebra teachers will common plan before and after school as well as during lunch

Action Step 1

Discuss and determine which students need help on specific benchmarks and which students have successfully mastered benchmarks

Person or Persons Responsible

Algebra Teachers

Target Dates or Schedule

weekly or more often as needed

Evidence of Completion

Results from Curriculum Guide Assessments

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

Appropriate use of Early Release and PLC time

Person or Persons Responsible

Algebra Teachers and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Minutes from Early Release and PLC time

Plan to Monitor Effectiveness of G3.B2.S1

Use of common planning time during Early Release and PLC time

Person or Persons Responsible

Math Specialist and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Informal walk-throughs and discussions of curriculum guide assessment data

G3.B2.S2 Algebra teachers will collaborate during Early Release and PLC time

Action Step 1

Collaborations

Person or Persons Responsible

Algebra Teachers

Target Dates or Schedule

Early Release/PLC Times

Evidence of Completion

PLC Minutes

Plan to Monitor Fidelity of Implementation of G3.B2.S2

PLC Time

Person or Persons Responsible

Administration

Target Dates or Schedule

Early Release Days

Evidence of Completion

Periodic Walk-Throughs

Plan to Monitor Effectiveness of G3.B2.S2

Monitor CGA Results

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Algebra Student pass rate for Algebra EOC

G4. The 2014 graduating class will be 100% Post Secondary Ready and meet the criteria of acceptance into the country's top colleges, universities, and conservatories with stellar art programs.

G4.B3 Lack of time to tutor and monitor academically challenged students

G4.B3.S1 Identify students that are not post secondary ready

Action Step 1

Identify students not post secondary ready

Person or Persons Responsible

Administration

Target Dates or Schedule

Preplanning

Evidence of Completion

Create spreadsheet and provide it to all art directors and art teachers

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

Monitor the spreadsheet and update it based on students registering and taking post secondary readiness exams

Person or Persons Responsible

School Counselors and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Updated spreadsheet

Plan to Monitor Effectiveness of G4.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B3.S2 Assign an art mentor to each student in need of a post secondary readiness score

Action Step 1

Assign an art teacher mentor to each student not post secondary ready

Person or Persons Responsible

Art Directors

Target Dates or Schedule

Preplanning

Evidence of Completion

Completed mentor spreadsheet and minutes from art director meetings

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Ensure art teacher mentors are meeting regularly with student mentee

Person or Persons Responsible

Art Directors, School Counselors, and Administration

Target Dates or Schedule

monthly

Evidence of Completion

Minutes and/or updates from one-on-one meetings with mentors and mentees

Plan to Monitor Effectiveness of G4.B3.S2

Student tracking spreadsheet/documentation provided by the Art Departments

Person or Persons Responsible

Art Director

Target Dates or Schedule

monthly

Evidence of Completion

Increased attendance for the post secondary readiness tests and an increase in students becoming Post Secondary Ready.

G4.B4 Lack of parent and student involvement when it comes to testing dates, times, and fees

G4.B4.S1 Send out a school-wide message (by phone and electronically) periodically to parents about testing dates, locations, and fees

Action Step 1

Send out a school-wide message to all juniors and seniors with dates, locations and fees for tests

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Record of school-wide message from the School Messenger System

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Increase in attendance at Post Secondary Readiness test administrations

Person or Persons Responsible

Art Directors and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance at Post Secondary Readiness test administrations

Plan to Monitor Effectiveness of G4.B4.S1

Follow up with parents and students on testing dates, locations, and fees

Person or Persons Responsible

Art Directors, Guidance Counselors, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in student post secondary readiness scores

Plan to Monitor Fidelity of Implementation of G4.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

SAI Funds are used to provide tutoring for our Algebra I students that did not pass the EOC.

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. The pass rate in Reading will increase from 81% in 2013 to 86% in 2014.

G1.B3 Inadequate teacher training

G1.B3.S1 Collaborate on a regular basis with other Reading teachers at the local and district levels.

PD Opportunity 1

Provide professional development during school, horizontally plan, and take a TDE to plan and create lesson plans by grade level.

Facilitator

Sarah Thurlow, Linda Fralick, Debbie Rouse, Amy Kovalcik

Participants

Reading and English Standard Teachers

Target Dates or Schedule

Implement by the first nine weeks grading period.

Evidence of Completion

Data driven lesson plans and results from Curriculum Guide Assessments

G2. To maintain our FCAT Writing score from 82% in 2012-2013 to 82% in 2013-2014.

G2.B1 Not all teachers are aware of the components of the FCAT Writes

G2.B1.S1 Utilize the Early Release time on Wednesdays for training sessions on FCAT Writes rubrics and scoring.

PD Opportunity 1

FCAT Writes Training

Facilitator

Linda Fralick, Reading/ELA Specialist

Participants

English II Honors and Standard Teachers

Target Dates or Schedule

During Early Release

Evidence of Completion

Handouts and hands-on activities

Appendix 2: Budget to Support School Improvement Goals