



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Sandalwood High School

2750 JOHN PROM BLVD

Jacksonville, FL 32246

904-646-5100

<http://www.duvalschools.org/sandalwood>

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 42%
Alternative/ESE Center No	Charter School No	Minority Rate 56%

School Grades History

2013-14 A	2012-13 B	2011-12 B	2010-11 B
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Sandalwood High School

Principal

Victoria Schultz

School Advisory Council chair

Tina O'Brien

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

Name	Title
Rhonda Motley	Assistant Principal
Aaron Lakatos	Assistant Principal
Nancy Cohan	Assistant Principal
Sharon Bailey	Test Specialist
Linda Barney	Dean
Anne Trostel	ESE Lead Teacher
Scott Powell	Math Coach
Melissa Forrest	Reading Coach

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

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 School Advisory Committee is led by the elected president and supported by attendance from the principal along with members serving as the vice president, secretary and treasurer. The SAC is composed of the principal, a balance of appropriate number of teachers, support employees, students, parents and other business and community members who are representative of the ethnic, racial and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC reads, contributes to and approves the school improvement plan. They analyze data and any other pertinent information that will support and contribute the success of the students and teachers.

Activities of the SAC for the upcoming school year

The SAC committee supports a teacher "Wish List" each year made of of items that will enhance the instructional process and student success in the classroom.

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

Teachers will create a list of items needed inside the classroom and will write up a proposal on how it will enhance instruction.

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:

Victoria Schultz

Principal

Years as Administrator: 14

Years at Current School: 1

Credentials

B.A. Mathematics (6-12)
M.A. Education Leadership
School Principal (all Levels)

Performance Record

2010-11 A Rating
2009-10 B Rating
2008-9

Nancy Cohan		
Asst Principal	Years as Administrator: 8	Years at Current School: 3
Credentials	BA Elementary Education Masters Education Leadership Gifted Endorsement School Principal (all levels)	
Performance Record	2012-13 Pending 2011-12 B Sandalwood 2010-11 B Sandalwood	

Aaron Lakatos		
Asst Principal	Years as Administrator: 8	Years at Current School: 4
Credentials	B.S.: Social Sciences Masters: Educational Leadership School Principal (all levels)	
Performance Record	2012-13 Pending 2011-12 B Sandalwood 2010-11 B Sandalwood 2009-10 A Sandalwood	

Rhonda Motley		
Asst Principal	Years as Administrator: 12	Years at Current School: 1
Credentials	BA: Business Education Masters: Educational Leadership	
Performance Record	2012-13 2011-12 Baldwin 2010-11 Randolph 2009-10 Randolph	

Instructional Coaches

of instructional coaches
2

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

Instructional Coach Information:

Scott Powell		
Full-time / School-based	Years as Coach: 2	Years at Current School: 1
Areas	Mathematics	
Credentials	B.A. Mathematics ESOL Endorsement	
Performance Record	2012-13 Stillwell Middle School D	

Melissa Forrest		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	B.S. Social Sciences M.A. Educational Leadership Reading Endorsement ESOL K-12 English 5-9	
Performance Record	2012-13 2011-12	

Classroom Teachers

# of classroom teachers	161
# receiving effective rating or higher	96, 60%
# Highly Qualified Teachers	73%
# certified in-field	157, 98%
# ESOL endorsed	85, 53%
# reading endorsed	9, 6%
# with advanced degrees	5, 3%
# National Board Certified	4, 2%
# first-year teachers	5, 3%

with 1-5 years of experience

36, 22%

with 6-14 years of experience

58, 36%

with 15 or more years of experience

47, 29%

Education Paraprofessionals**# of paraprofessionals**

7

Highly Qualified

6, 86%

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

0

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

Sandalwood has a partnership with the University of North Florida supported by a Memorandum of Understanding to teach methods classes on our campus. The UNF instructors teach the method classes and students intern with our teachers to see models of the teaching methods. Each new teacher is assigned a mentor teacher. Professional Learning Communities are structured to provide professional development and collaborations that will support new teachers. The school also uses the district supported MINT program for our new teachers.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The school follows the progress of our new teachers through the district established MINT program and those teachers who got through Alternative Certification. Additionally, each of our new teachers are assigned to a mentor teacher from our own school to advise, mentor, and to give relative feedback as well as the assigned administrator. Professional development is ongoing through recommendations for individuals, schoolwide and departmental trainings. Sandalwood also is participating in a new program/partnership with the University of North Florida for teachers who wish to attain a Masters Degree. There is a cohort of 8 teachers working together to increase their expertise in instruction.

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 RTI leadership Team meets monthly to discuss implementation of strategies and professional development needs. The team provides training and resources to all teachers through professional Learning communities (PLCs), Small Learning Communities (SLCs), and faculty meetings. House administrators monitor RTI through focus walks and informal observations, which include discussion of lesson plans, grades and progress reports, parent contact, use of data, and teacher professional development, as they relate to student achievement. The team meets monthly to discuss student learning and adjustments that need to be made based on data.

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

Each member of the leadership team is responsible for contributions to the SIP and then the monitoring of relevant portions of the SIP, reporting regularly to the leadership team as a whole. Members are responsible for certain areas or departments to support, monitor and evaluate on an ongoing basis through professional development, PLC meetings, observations and feedback.

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

The Response to Intervention Team and the Leadership team meet regularly to assess the status of interventions, student achievement and monitoring systems that are in place to guide the success of the school. The SAC meets monthly and receives a report out from the principal on the state of the school. We additionally use the resources of the Full Service Organization on campus provided by United Way for our students and meet with them monthly for up dates on student use data. AVID strategies are used throughout the school as we continue to develop and support a college going system for all students. WICOR strategies are used with all of our students throughout the school and programs. The AVID site team meets regularly to monitor success and plan professional development.

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 include Curriculum Guide Assessments, FCAT, district and teacher generated assessments, teacher observations, Functional Behavioral Assessment (FBA)/Positive Behavior Intervention Plan (PBIP) documentation, discipline reports, and parent contact logs. In addition, teachers have resourced in MyProfile and Pearson Insight/Inform.

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

The team will attend district training in Fall and Spring and translate the strategies to teachers during pre-planning week. We will continue to offer training during and after PLC meetings as well as during and after faculty meetings. Training topic include Tiered interventions, lesson planning, high-order questioning and discussion , gradual release, rotational model, FCIM, differentiated instruction, classroom culture, and structured engagement.

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:

In the fall, Sandalwood will begin service to students In Evening School in order to provide additional opportunities to take courses that are needed for graduation or courses that are needed to retaken. this will provide assistance for students who are trying to "catch up" or students who are working ahead.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The number of students who need to retake courses will effect the graduation rate and the GPA of the students. This data will be collected an analyzed through the monitoring of college ready and on target graduation students.

Who is responsible for monitoring implementation of this strategy?

The principal with ultimately monitor with the assistance of guidance counselors. Based on first nine weeks data, improvements will be made in the second semester.

Literacy Leadership Team (LLT)

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

Name	Title
Nancy Cohan	Assistant Principal
Melissa Forrest	Literacy Coach
Melissa Galjour	Teacher
Louann Niznik	Teacher
Suzanne Copley	Teacher
Christine Fairbanks	Teacher
Megan Turpin	Teacher
Crystal Parker	Teacher

How the school-based LLT functions

The Literacy Leadership Team meets monthly to discuss implementation of strategies and professional development needs for he PLC Plus process throughout the school. The team provides training and resources to all teachers through PLCs, SLC, and faculty meetings. House administrators monitor literacy/PLC Plus implementation through focus walks and post/pre conference meetings with teachers.

Major initiatives of the LLT

The major initiatives of the LLT this year will be to increase vocabulary and reading proficiency across the content areas through WICOR strategies and structured engagement. Additionally, ELA and Reading teachers will use the rotational model and targeted differentiated instruction to increase student proficiency.

Every Teacher Contributes to Reading Instruction

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

Through the continued monitoring by the leadership team and district support, teachers will offer benchmark driven bell-to-bell instruction daily that includes structured engagement, differentiated instruction, and higher leveled forms of questioning and end work products. This will be monitored through the district designed CGAs given at the end of each quarter as well as walkthroughs, informal observations and formal observations.

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 school has an Information Technology (IT) Academy that incorporates technology into all core classes. The school also offers a variety of elective courses which helps students see the relationship between academic subjects and relevance to their futures. Our AVID program enhances goal setting as students plan for life after high school. The DCT program offers students the ability to enhance soft skills through working real jobs in their field of interest. The mathematics and science teachers are making a concerted effort to show relevance of their courses to "real life" applications. One specific mathematics course, Advanced Algebra with Financial Applications, is helping upper level mathematics teachers incorporate "real life" into the classroom. Through school programs like GIS academy, Culinary Arts program, and Industrial Arts program students are provided with the opportunity to earn industry certifications.

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

Through individual counseling, students will be referred to at FLCS.net for students to plan their high school academic careers. Each student meets individually with the guidance counselor in his/her small learning community to discuss the student's academic history to determine if the course selections are appropriate for the student's academic achievement level. The guidance counselor gives advice and insight into the classes offered and chosen by the student. At the end of the academic year, the student and guidance counselor use the academic history again to review each student's classes and final grades to plan for the next school year. Guidance counselors provide classroom visits throughout the school year to help students use the internet and understand graduation requirements. Students complete course requests during the third nine weeks for the next school year, and after receiving the course requests, the guidance counselors meet face to face with the students to discuss the requests.

Strategies for improving student readiness for the public postsecondary level

Strategies include a focus on reading/literacy to increase the number of proficient students; review Advanced Placement Potential, academic histories, and proficiency levels to enroll eligible students in AP courses; and the expansion of the IT and Culinary Arts program to increase the number of gold seal vocational Bright Future awards. Sandalwood has expanded the AVID program which targets the students who are in the "middle". The AVID program is embedded school wide with a focus on preparing

students for college. We are in the process of becoming an AVID National Demo Site. The school has an Early College Program that allows students to take college level classes both at Sandalwood and at FCCJ. All Eleventh grade students are given the College Placement Test to determine college readiness. Students who are not ready are provided intervention opportunities both in and out of school.

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	57%	51%	No	61%
American Indian				
Asian	58%	60%	Yes	63%
Black/African American	46%	31%	No	51%
Hispanic	49%	44%	No	54%
White	64%	63%	No	68%
English language learners	24%	20%	No	32%
Students with disabilities	36%	31%	No	42%
Economically disadvantaged	48%	33%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	757	52%	57%
Students scoring at or above Achievement Level 4	379	26%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	19	42%	47%
Students scoring at or above Level 7	21	47%	52%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	987	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	1017	67%	72%

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)	57	69%	74%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	31	37%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	37	45%	50%

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.	527	84%	87%

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	486	62%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	23	89%	92%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%	63%	Yes	51%
American Indian				
Asian	57%	69%	Yes	61%
Black/African American	40%	33%	No	46%
Hispanic	49%	42%	No	54%
White	49%	60%	Yes	54%
English language learners	42%	67%	Yes	48%
Students with disabilities	36%	29%	No	42%
Economically disadvantaged	41%	38%	No	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	17	38%	42%
Students scoring at or above Level 7	19	42%	45%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	798	70%	75%
Students in lowest 25% making learning gains (EOC)	148	76%	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.	336	44%	54%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	336	44%	49%
Students scoring at or above Achievement Level 4	92	12%	20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	243	36%	40%
Students scoring at or above Achievement Level 4	162	24%	30%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	10%	15%
Students scoring at or above Level 7	104	13%	20%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	370	47%	52%
Students scoring at or above Achievement Level 4	104	13%	18%

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)	154		10
Participation in STEM-related experiences provided for students			25%

High Schools

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

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			16%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			90%
Students taking CTE industry certification exams	445	12%	25%
Passing rate (%) for students who take CTE industry certification exams		73%	80%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	2	100%	100%

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

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	132	4%	3%
Students in ninth grade with one or more absences within the first 20 days	162	16%	10%
Students in ninth grade who fail two or more courses in any subject	98	10%	8%
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)		72%	
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		44%	
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Sandalwood would like to increase the parent involvement in several ways. The PTSA would like to increase membership and top the 1000 mark. A goal is to increase the parent involvement by increasing

the number of dads that participate in activities, also by increasing the number of parent volunteers in the school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Members in PTSA	1000	.33%	35%
Parent volunteers	20	2%	10%
DADS on campus	0	0%	2%

Area 10: Additional Targets

Additional targets for the school

By starting a new class where students are trained as mediators, Sandalwood will decrease in the number fights.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Fights will decrease by at least 10%	46	1.5%	1%

Goals Summary

- G1.** 27% of students will score at level 4 or above in reading.
- G2.** 55% of students will meet proficiency standards in reading
- G3.** 75% of students will make learning gains in reading.
- G4.** 85% of the lowest quartile will make learning gains in reading.
- G5.** Florida Alternate Assessment: Students scoring at Levels 4,5,and 6 in reading will increase to 50%
- G6.** Florida Alternate Assessment: Students scoring at or above Level 7 in reading will increase to 45%.
- G7.** 25% of ELL students will read English at grade level proficiency.
- G8.** 40% of ELL students will be proficient at writing in English.
- G9.** Increase the number of students who are college ready.
- G10.** 92% of all students will achieve mastery in writing.
- G11.** 73% of Algebra I students will score level 3 or higher on the EOC
- G12.** 7% of students will score a level 4 or 5 on the Algebra I EOC.
- G13.** Increase the performance level on Algebra I EOC for all subgroups
- G14.** 70% of students with disabilities will make AYP in Algebra 1.
- G15.** 85% of students will score a level 3 or higher on the Geometry EOC.
- G16.** 5% of students will score a level 4 or 5 on the Geometry EOC.
- G17.** 70% of ELL students will score at or above grade level on Geometry EOC.
- G18.** 52% will score at or above level 3 on the Biology 1 EOC.
- G19.** 15% of students will score at or above the 4/5 level on the Biology 1 EOC.

- G20.** Decrease the number of students absent from school without an excuse to 10%.
- G21.** Increase PTSA enrollment from 1,020 to 1,050.
- G22.** Increase the student pass rate on industry certifications from 10% to 50%.

Goals Detail

G1. 27% of students will score at level 4 or above in reading.

Targets Supported

Resources Available to Support the Goal

- PLC's, Teacher collaboration and planning WICOR strategies Reading Coach

Targeted Barriers to Achieving the Goal

- Student complacency

Plan to Monitor Progress Toward the Goal

Coach submits logs of PLC work and tracks CGA data toward goal.

Person or Persons Responsible

Assistant Principal and Reading Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

PLC Notebook and Data Charts

G2. 55% of students will meet proficiency standards in reading

Targets Supported

Resources Available to Support the Goal

- Reading Coach
- Learning strategies/support teachers

Targeted Barriers to Achieving the Goal

- Students are currently reading at below-grade level.

Plan to Monitor Progress Toward the Goal

CAST observations which are completed each week on a schedule where each teacher is observed once per month.

Person or Persons Responsible

Principal, AP

Target Dates or Schedule:

Weekly, quarterly

Evidence of Completion:

Observations, Lesson Plans

G3. 75% of students will make learning gains in reading.

Targets Supported

Resources Available to Support the Goal

- IOWA/DAR/CGAs
- Reading Coach
- Reading share drive/colleagues/PLC

Targeted Barriers to Achieving the Goal

- Lack of student engagement.

Plan to Monitor Progress Toward the Goal

Assessments for differentiation

Person or Persons Responsible

Teachers Students Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Proficiency on Formative Assessments

G4. 85% of the lowest quartile will make learning gains in reading.

Targets Supported

Resources Available to Support the Goal

- The District has purchase iPads and multiple resources for the teacher to use with the students. Teachers received training during the summer and the training is supported during common planning.

Targeted Barriers to Achieving the Goal

- Class sizes make differentiated and small group instruction challenging.

Plan to Monitor Progress Toward the Goal

Progress of the lowest quartile is discussed during weekly leadership team. Measures of progress include informal and formal assessments, student attendance and student discipline.

Person or Persons Responsible

Reading Coach and Assistant Principal

Target Dates or Schedule:

Weekly

Evidence of Completion:

Data Notebook

G5. Florida Alternate Assessment: Students scoring at Levels 4,5,and 6 in reading will increase to 50%

Targets Supported

Resources Available to Support the Goal

- Curriculum guides will be used this year Smaller classes by adding 2 teachers

Targeted Barriers to Achieving the Goal

- Retention is very low Student mobility is high

Plan to Monitor Progress Toward the Goal

Classroom observations

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule:

Weekly

Evidence of Completion:

CAST Portal

G6. Florida Alternate Assessment: Students scoring at or above Level 7 in reading will increase to 45%.

Targets Supported

Resources Available to Support the Goal

- Common planning this year so that teachers can better collaborate daily about student success.

Targeted Barriers to Achieving the Goal

- Retention is low.

Plan to Monitor Progress Toward the Goal

Regular assessments

Person or Persons Responsible

Teachers

Target Dates or Schedule:

Weekly, monthly, quarterly

Evidence of Completion:

Data, logs

G7. 25% of ELL students will read English at grade level proficiency.

Targets Supported

Resources Available to Support the Goal

- Explicit instruction, dictionaries, TDE for the teacher to work more closely with families

Targeted Barriers to Achieving the Goal

- Limited outside resources from the home to support student learning within the school day.
- Little or no English spoken at home

Plan to Monitor Progress Toward the Goal

Progress will be monitored using CGA data

Person or Persons Responsible

ESOL Lead Teacher

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data Charts in Data "Notebook

G8. 40% of ELL students will be proficient at writing in English.

Targets Supported

Resources Available to Support the Goal

- Quarterly TDE provided to Lead ESOL teacher to attend training at other ESOL sites.

Targeted Barriers to Achieving the Goal

- Lead ESOL teacher transferred to another school.

Plan to Monitor Progress Toward the Goal

District Time Writings will be used to monitor progress

Person or Persons Responsible

Reading Coach and Assistant Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data Notebook and samples of student work

G9. Increase the number of students who are college ready.

Targets Supported

Resources Available to Support the Goal

- PERT can be administered multiple times for free Ask SAC to purchase some waiver to pay for SAT/ACT

Targeted Barriers to Achieving the Goal

- SAT/ACT is expensive

Plan to Monitor Progress Toward the Goal

Attendance will be monitored by Administration and teachers AIT meetings will be held regularly to encourage students to attend classes Conferences and meeting with students to encourage testing Classroom visits will be ongoing Pert will be administered daily when requested Data will be updated monthly

Person or Persons Responsible

Guidance Counselors, Administration and Teachers

Target Dates or Schedule:

On going

Evidence of Completion:

Number of students who take ACT/SAT Success rate Increase in college ready students

G10. 92% of all students will achieve mastery in writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing across the curriculum Professional development Timed Writings WICOR strategies

Targeted Barriers to Achieving the Goal

- Number of students who are learning English as a second language and students who are writing and reading below grade level.
- Content area teachers are unskilled in teaching writing.

Plan to Monitor Progress Toward the Goal

DTW Results

Person or Persons Responsible

Reading Coach and Assistant Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data Charts

G11. 73% of Algebra I students will score level 3 or higher on the EOC

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Carnegie Learning System iReady Learning System Professional development PLC's

Targeted Barriers to Achieving the Goal

- Lack of high level questioning used in classrooms
- Lack of rigor and enrichment activities

Plan to Monitor Progress Toward the Goal

Data from CGA's, classroom visits, lesson plans

Person or Persons Responsible

Principal

Target Dates or Schedule:

Weekly

Evidence of Completion:

Data

G12. 7% of students will score a level 4 or 5 on the Algebra I EOC.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- WICOR strategies Tutorology Costa Level of Questioning

Targeted Barriers to Achieving the Goal

- Lack of high level questions and rigor in the classrooms

Plan to Monitor Progress Toward the Goal

Curriculum Guide Assessments

Person or Persons Responsible

Teachers, Math Coach, Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data Charts

G13. Increase the performance level on Algebra I EOC for all subgroups

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- District ESOL Specialist works with the school as needed.

Targeted Barriers to Achieving the Goal

- Lack of resources and assistance

Plan to Monitor Progress Toward the Goal

Student attendance sheets, grades

Person or Persons Responsible

Teacher, admin, attendance clerk

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student attendance, grades

G14. 70% of students with disabilities will make AYP in Algebra 1.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Differentiation based on students needs
- Writing prescriptions is time consuming

Plan to Monitor Progress Toward the Goal

Prescriptions written for students needing extra assistance outside of school

Person or Persons Responsible

Math Coach and Principal

Target Dates or Schedule:

Weekly, quarterly

Evidence of Completion:

Prescriptions

G15. 85% of students will score a level 3 or higher on the Geometry EOC.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Teachers not adept at using Pearson Inform and Insight data
- Lack of high level questioning, rigor and/or enrichment activities in classrooms

Plan to Monitor Progress Toward the Goal

Curriculum Guide Assessments

Person or Persons Responsible

Math Coach and Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data Charts

G16. 5% of students will score a level 4 or 5 on the Geometry EOC.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Gizmos

Targeted Barriers to Achieving the Goal

- Lack of high level questioning and rigor used in the classroom.
- Many strategies are built for Level 1 and 2 students

Plan to Monitor Progress Toward the Goal

WICOR strategies, HOQ, enrichment activities

Person or Persons Responsible

Principal

Target Dates or Schedule:

Classroom visits, CAST evaluations

Evidence of Completion:

Lesson plans, Strategies, Differentiation

G17. 70% of ELL students will score at or above grade level on Geometry EOC.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Many ELL students have difficulty on standardized tests in English.
- Many ELL students have poor attendance.

Plan to Monitor Progress Toward the Goal

Curriculum Guide Assessments

Person or Persons Responsible

AP

Target Dates or Schedule:

quarterly

Evidence of Completion:

Data charts, student work, lesson plans

G18. 52% will score at or above level 3 on the Biology 1 EOC.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- WICOR strategies Online support Lab opportunities

Targeted Barriers to Achieving the Goal

- Lack of rigor in the classroom.
- Lesson design and ineffective instructional delivery

Plan to Monitor Progress Toward the Goal

Increase use of WICOR strategies and Higher Order Questioning

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule:

Classroom visits, CAST evaluations

Evidence of Completion:

Lesson plans, graphic organizers, cornell notes

G19. 15% of students will score at or above the 4/5 level on the Biology 1 EOC.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Gizmos, FCAT Explorer

Targeted Barriers to Achieving the Goal

- Teachers struggle with differentiated instruction.

Plan to Monitor Progress Toward the Goal

Assistant Principal will monitor lesson plans during classroom observations.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule:

Weekly

Evidence of Completion:

Classroom visits, data, lesson plans

G20. Decrease the number of students absent from school without an excuse to 10%.

Targets Supported

- Parental Involvement
- EWS - High School

Resources Available to Support the Goal

- Truancy attendant AIT meetings Attendance Clerk

Targeted Barriers to Achieving the Goal

- Lack of parental support
- Students who move and do not officially withdraw

Plan to Monitor Progress Toward the Goal

Weekly monitor of attendance summaries, communication with teachers and parents

Person or Persons Responsible

AP

Target Dates or Schedule:

Weekly, quarterly

Evidence of Completion:

Increased attendance on attendance summary report

G21. Increase PTSA enrollment from 1,020 to 1,050.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- We have a energetic and trained PTSA.

Targeted Barriers to Achieving the Goal

- The economy will prevent families from contributing.
- Parents may not receive information

Plan to Monitor Progress Toward the Goal

Monthly Data from PTSA Board

Person or Persons Responsible

Assistant President

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data Charts

G22. Increase the student pass rate on industry certifications from 10% to 50%.

Targets Supported

- CTE

Resources Available to Support the Goal

- District pays for certification exams and software to practice

Targeted Barriers to Achieving the Goal

- Students who are in the class but not in the academy

Plan to Monitor Progress Toward the Goal

Student results from practice exams

Person or Persons Responsible

AP

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data Charts

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 27% of students will score at level 4 or above in reading.

G1.B1 Student complacency

G1.B1.S1 Continue early college program to provide more academic rigor for students who have met proficiency

Action Step 1

Continue early college program

Person or Persons Responsible

Admin

Target Dates or Schedule

Semester, annually

Evidence of Completion

CGAs,grades

Facilitator:

Wendy Dunlap, Director of High School Programs

Participants:

Teachers

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

Continue recruitment of students and education of parents about the program.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Each semester and annually

Evidence of Completion

Enrollment and waiting list

Plan to Monitor Effectiveness of G1.B1.S1

Monitor growth of lists based on recruitment initiatives.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Annually

Evidence of Completion

Wait List

G1.B1.S2 Train teachers on higher order questioning and gradual release.

Action Step 1

Training teachers on gradual release and higher order questioning.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

During weekly common planning and bi-monthly Early Release PLC's

Evidence of Completion

Exit Slips from training.

Facilitator:

Reading Coach

Participants:

ELA and Reading Teachers

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

Observations, walk-throughs and classroom visits

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Training Calendar, Lesson plans, observations

Plan to Monitor Effectiveness of G1.B1.S2

Curriculum Guide Assessments

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G2. 55% of students will meet proficiency standards in reading

G2.B1 Students are currently reading at below-grade level.

G2.B1.S1 Use graphic organizers and other WICOR strategies to increase levels

Action Step 1

Offer PD on using graphic organizers and WICOR strategies

Person or Persons Responsible

Coach

Target Dates or Schedule

Common planning, early release

Evidence of Completion

lesson plans, observations

Facilitator:

Coach

Participants:

Reading Teachers - school wide

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

Classroom visits

Person or Persons Responsible

AP

Target Dates or Schedule

Weekly

Evidence of Completion

Observation of Common Planning PD Protocol, lesson plan from weekly common planning

Plan to Monitor Effectiveness of G2.B1.S1

Lesson plans, Curriculum Guide Assessments

Person or Persons Responsible

AP, Coach

Target Dates or Schedule

Weekly, Quarterly

Evidence of Completion

Classroom visits, CGA data

G2.B1.S2 Incorporate vocabulary into school-wide plan

Action Step 1

Train teachers on incorporating vocabulary in the content areas.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Second quarter

Evidence of Completion

Exit Slips from Professional Development

Facilitator:

Reading Coach

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Review lesson plans during classroom visits. Monitor vocabulary specifically.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans,CAST Observations

Plan to Monitor Effectiveness of G2.B1.S2

Curriculum Guide Assessments

Person or Persons Responsible

Reading Coach and Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G3. 75% of students will make learning gains in reading.

G3.B1 Lack of student engagement.

G3.B1.S2 Create higher order text dependent questions.

Action Step 1

Create higher order questions that are dependent on reading the text.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Evidence found in lesson plans and observations

Facilitator:

Cohan, Forrest, Motley, Lakatos

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Lesson plans, classroom visits,CAST Observations

Person or Persons Responsible

Admin

Target Dates or Schedule

Daily, weekly

Evidence of Completion

Lesson plans,CAST Observations

Plan to Monitor Effectiveness of G3.B1.S2

Classroom visits

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Daily, weekly

Evidence of Completion

Lesson plans

G3.B1.S3 Use data to scaffold instruction to meet student's needs.

Action Step 1

Professional development on benchmarks and rigor

Person or Persons Responsible

Reading Coach and AP

Target Dates or Schedule

Common Planning

Evidence of Completion

Completed lesson plans/observations that show planned rigor connecting to the benchmarks

Facilitator:

Reading Coach - AP

Participants:

ELA and Reading departments

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Product during common planning/formal and informal observations, lesson plans

Person or Persons Responsible

AP

Target Dates or Schedule

Weekly, quarterly

Evidence of Completion

Lesson plans and classroom observations

Plan to Monitor Effectiveness of G3.B1.S3

Quarterly CGAs

Person or Persons Responsible

Teachers, Coach, AP

Target Dates or Schedule

End of each quarter

Evidence of Completion

Students show mastery on quarterly benchmarks

G4. 85% of the lowest quartile will make learning gains in reading.

G4.B1 Class sizes make differentiated and small group instruction challenging.

G4.B1.S1 Lowest Quartile enrolled in Enrichment 1 & 2 classes with class size amendment in place

Action Step 1

Counselors review reading levels after administration of IOWA assessment.

Person or Persons Responsible

Counselors

Target Dates or Schedule

First Quarter

Evidence of Completion

Students are rescheduled

Facilitator:

Curriculum manager

Participants:

Counselors

Action Step 4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Check for scheduling according to framework

Person or Persons Responsible

Curriculum Manager

Target Dates or Schedule

First Quarter

Evidence of Completion

Schedule Changes, class size

Plan to Monitor Effectiveness of G4.B1.S1

Curriculum Guide Assessments

Person or Persons Responsible

Reading Coach and Assistant Principals

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G4.B1.S2 Use of SRA Corrective materials to fill in decoding gaps

Action Step 1

Teachers will be trained in using SRA corrective materials.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Summer, first nine weeks, and then as needed

Evidence of Completion

Classroom visits to see that material is being used.

Facilitator:

Reading Coach

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Classroom visits

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, test data

Plan to Monitor Effectiveness of G4.B1.S2

Curriculum Guide Assessments

Person or Persons Responsible

Assistant Principal, Reading Coach, teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G5. Florida Alternate Assessment: Students scoring at Levels 4,5,and 6 in reading will increase to 50%

G5.B1 Retention is very low Student mobility is high

G5.B1.S1 Summer School

Action Step 1

Increase summer school attendance to increase retention of information

Person or Persons Responsible

Teachers and parents

Target Dates or Schedule

Summer 2014

Evidence of Completion

Fall review/baseline

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Classroom observations

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Notes from visits

Plan to Monitor Effectiveness of G5.B1.S1

Student assessment data, both formal and informal

Person or Persons Responsible

Teachers and Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Charts

G5.B1.S2 Daily repetition and review

Action Step 1

Increase direct and explicit instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily, weekly

Evidence of Completion

Grades/CGA's/FAA scores

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Monitor Lesson Plans

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G5.B1.S2

Student Work of Progress

Person or Persons Responsible

Teachers and Assistant Principals

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work

G5.B1.S3 High expectations and engagement

Action Step 1

Increase real world activities and experiences

Person or Persons Responsible

Teachers/job coaches

Target Dates or Schedule

Daily, weekly, quarterly

Evidence of Completion

Lesson plans, field trips, coaches logs

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Calendar of Planned Activities

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Calendar

Plan to Monitor Effectiveness of G5.B1.S3

Student reflections after trips

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student reflections

G6. Florida Alternate Assessment: Students scoring at or above Level 7 in reading will increase to 45%.

G6.B1 Retention is low.

G6.B1.S1 Summer school, daily repetition and review, rigor and differentiated instruction

Action Step 1

Teachers recruit students to participate in summer programs to increase retention and teachers collaborate daily on student progress.

Person or Persons Responsible

SLA Teachers

Target Dates or Schedule

Summer and Daily

Evidence of Completion

Student attendance and student work

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Student attendance in program and improvement during the school year.

Person or Persons Responsible

Summer Coordinator and Assistant Principal

Target Dates or Schedule

Daily

Evidence of Completion

Enrollment and student work

Plan to Monitor Effectiveness of G6.B1.S1

Student progress during the year will show continued growth.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

G7. 25% of ELL students will read English at grade level proficiency.

G7.B1 Limited outside resources from the home to support student learning within the school day.

G7.B1.S1 Assign mentors from UNF to give one-on-one help in classroom setting

Action Step 1

Mentors

Person or Persons Responsible

Teachers, AP

Target Dates or Schedule

Daily, weekly

Evidence of Completion

Cella, Lesson plans

Facilitator:

UNF

Participants:

UNF Interns

Action Step 2

Explicit instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Intern logs will reflect work with ELL students.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Logs

Plan to Monitor Effectiveness of G7.B1.S1

Curriculum Guide Assessments

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G7.B2 Little or no English spoken at home

G7.B2.S1 Offer students tutoring times at school

Action Step 1

WICOR strategies, student collaboration, teacher voluntarily offer one day a week of after school tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and calendar of tutoring times

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Observations of tutoring sessions

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Observation Log

Plan to Monitor Effectiveness of G7.B2.S1

Curriculum Guide Assessments

Person or Persons Responsible

Teachers and Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G8. 40% of ELL students will be proficient at writing in English.

G8.B1 Lead ESOL teacher transferred to another school.

G8.B1.S1 Spread the ESOL teaching load to a variety of teachers. The previous ESOL teacher had multiple preparations which prevented following the Curriculum with fidelity for each grade level.

Action Step 1

Reschedule ELL students into four different grade level teachers. This will require training of new teachers.

Person or Persons Responsible

Counselors

Target Dates or Schedule

First Month of School

Evidence of Completion

Schedules

Facilitator:

Curriculum Manager

Participants:

Counselors

Action Step 2

Writing should take place everyday in classroom

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Student schedules will reflect changes.

Person or Persons Responsible

Curriculum Manager

Target Dates or Schedule

First month of school

Evidence of Completion

New Schedules

Plan to Monitor Effectiveness of G8.B1.S1

CGA Data

Person or Persons Responsible

Assistant Principals and Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G9. Increase the number of students who are college ready.

G9.B1 SAT/ACT is expensive

G9.B1.S1 Promote free SAT/ACT waivers during classroom visits.

Action Step 1

Counselors visit ELA classrooms to discuss graduation requirements and college readiness.

Person or Persons Responsible

Counselors

Target Dates or Schedule

First Nine Weeks

Evidence of Completion

Classroom Exit Slips

Facilitator:

Counselors

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G9.B1.S1

CAST observations for counselors during classroom visits

Person or Persons Responsible

Principal

Target Dates or Schedule

First Nine Weeks

Evidence of Completion

CAST Portal

Plan to Monitor Effectiveness of G9.B1.S1

College Readiness Scores

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G9.B1.S2 Seek sponsors for students needing funding support.

Action Step 1

The volunteer liaison and business partner will seek sponsors for students needing funding to take the SAT/ACT

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Donations

Action Step 2

Offer incentives to students who become college ready

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Report of students who take SAT, ACT or PERT

Plan to Monitor Fidelity of Implementation of G9.B1.S2

Donation Data

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

Plan to Monitor Effectiveness of G9.B1.S2

Donations

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G10. 92% of all students will achieve mastery in writing.

G10.B1 Number of students who are learning English as a second language and students who are writing and reading below grade level.

G10.B1.S1 Mandate cross-curricular writing.

Action Step 1

Develop writing plan with ELA teachers. Train all teachers on plan.

Person or Persons Responsible

Assistant Principal, Reading Coach

Target Dates or Schedule

Second Nine Weeks

Evidence of Completion

Writing Plan

Facilitator:

Reading Coach

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Writing everyday

Person or Persons Responsible

AP's

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G10.B1.S1

CAST Observations

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

CAST Portal

G10.B2 Content area teachers are unskilled in teaching writing.

G10.B2.S1 Professional development on the writing process and the FCAT 2.0 rubric will be developed and implemented

Action Step 1

Professional development during common planning and early release

Person or Persons Responsible

Coach

Target Dates or Schedule

Monthly

Evidence of Completion

PLC agendas, lesson plans

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Writing instruction

Person or Persons Responsible

AP

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, student work, District timed writings

Plan to Monitor Effectiveness of G10.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G11. 73% of Algebra I students will score level 3 or higher on the EOC

G11.B1 Lack of high level questioning used in classrooms

G11.B1.S1 Teachers will collaborate in PLC plus to create high level questions based on Depth of Knowledge

Action Step 1

Collaboration in PLC's, monitoring of data, lesson planning, training in Early Dismissal

Person or Persons Responsible

Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans.CGA's, iMath EOC's

Facilitator:

Math Coach

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Lesson plans, Classroom visits, CAST Observations

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, classroom visits, CAST observations

Plan to Monitor Effectiveness of G11.B1.S1

Curriculum Guide Assessments

Person or Persons Responsible

Teachers and Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G11.B1.S2 Math Coach and District Personnel will assist teachers in creating questions

Action Step 1

Training during Common Planning and Early Dismissal

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Weekly, bi-monthly

Evidence of Completion

Lesson Plans

Facilitator:

School Math Coach and District Math Coach

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G11.B1.S2

Lesson Plans

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, classroom visits, and Cast Observations

Plan to Monitor Effectiveness of G11.B1.S2

Curriculum Guide Assessments

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G11.B2 Lack of rigor and enrichment activities

G11.B2.S1 Gathering feedback from faculty after PLCs regarding professional development - and then offering the PD

Action Step 1

Expand PD on rigor to include enrichment teachers

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas

Facilitator:

Math Coach

Participants:

Enrichment Teachers

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Exit slips, classroom visits

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Exit slips, lesson plans, classroom visits

Plan to Monitor Effectiveness of G11.B2.S1

Curriculum Guide Assessments

Person or Persons Responsible

Teachers, Math Coach, Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G12. 7% of students will score a level 4 or 5 on the Algebra I EOC.

G12.B1 Lack of high level questions and rigor in the classrooms

G12.B1.S1 Teachers will create enrichment activities for the FCIM to use during remediation

Action Step 1

Develop use of higher level questions, including the essential questions

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

PLC and common planning

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Use and documentation of Higher order questions and rigorous classroom activities

Person or Persons Responsible

Principal

Target Dates or Schedule

Classroom visits, CAST evaluations

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G12.B1.S1

Lesson plans, classroom instruction

Person or Persons Responsible

Principal

Target Dates or Schedule

Classroom visits

Evidence of Completion

Lesson plans, CAST evaluations

G12.B1.S2 Teachers will collaborate in PLC plus to create high level questions and activities based on the Depth of Knowledge

Action Step 1

Professional development on development of higher order questions and use of Depth of Knowledge

Person or Persons Responsible

Coach

Target Dates or Schedule

PLC meetings, common planning

Evidence of Completion

Lesson plans

Facilitator:

Math Coach

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G12.B1.S2

Implementation of higher level questions in instruction

Person or Persons Responsible

Coach and Principal

Target Dates or Schedule

Classroom visits

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G12.B1.S2

Curriculum Guide Assessments

Person or Persons Responsible

Teachers, Math Coach, Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G12.B1.S3 Provide PD for high level structured engagement

Action Step 1

Develop questioning skills through coaching cycle Modeling of coach in PLC

Person or Persons Responsible

Coach

Target Dates or Schedule

PLC, clasroom

Evidence of Completion

Lesson plans, student engagement

Facilitator:

Math Coach

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G12.B1.S3

Higher level questions

Person or Persons Responsible

Principal and Math Coach

Target Dates or Schedule

Classroom visits

Evidence of Completion

Lesson plans, CAST evaluation

Plan to Monitor Effectiveness of G12.B1.S3

Quarterly Curriculum Reviews

Person or Persons Responsible

Teachers, Assistant Principals, and Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G13. Increase the performance level on Algebra I EOC for all subgroups

G13.B1 Lack of resources and assistance

G13.B1.S1 9th grade level 1 students double blocked in Alg I/Intensive math to allow more time in the subject

Action Step 1

Use data to schedule students

Person or Persons Responsible

Counselors

Target Dates or Schedule

First nine weeks

Evidence of Completion

Schedules, class lists, test data

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Lesson plans, attendance

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly, quarterly

Evidence of Completion

Schedules, class lists, lesson plans

Plan to Monitor Effectiveness of G13.B1.S1

CGA's, grades

Person or Persons Responsible

AP

Target Dates or Schedule

Quarterly

Evidence of Completion

Student data

G13.B1.S2 Focus on students needs through data based common assessments and exit slips

Action Step 1

Differentiate instruction based on student data on common assessments and exit slips. Teachers need training on differentiation.

Person or Persons Responsible

Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans

Facilitator:

Math Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G13.B1.S2

Differentiated instruction

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, exit slips, data

Plan to Monitor Effectiveness of G13.B1.S2

Focus on data to differentiate (Curriculum Guide Assessments)

Person or Persons Responsible

Math Coach and Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, common assessment, data based assessments, data charts

G14. 70% of students with disabilities will make AYP in Algebra 1.

G14.B1 Differentiation based on students needs

G14.B1.S1 FCIM used to create instructional calendar. Focus on student needs through data based on common assessments and exit slips

Action Step 1

Develop and utilize a calendar of lessons based on data

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Common planning

Evidence of Completion

Calendar, lesson plans, documentation from common planning

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Differentiated instruction based on calendar

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, classroom visits

Plan to Monitor Effectiveness of G14.B1.S1

Curriculum Guide Assessments

Person or Persons Responsible

Math Coach and Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Differentiation, group activities in lesson plans, data charts

G14.B2 Writing prescriptions is time consuming

G14.B2.S1 Provide prescription tutoring for students outside the classroom

Action Step 1

Hire 10th grade teachers to host a "Writing Boot Camp"

Person or Persons Responsible

Principal

Target Dates or Schedule

December-January

Evidence of Completion

Boot Camp Plan, attendance sheet and attendees Writing FCAT scores

Plan to Monitor Fidelity of Implementation of G14.B2.S1

Tutoring of students outside classroom

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance at tutoring, conferencing documentation

Plan to Monitor Effectiveness of G14.B2.S1

Use of prescriptive tutoring outside the classroom

Person or Persons Responsible

AP, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Prescriptions, attendance lists, grades

G15. 85% of students will score a level 3 or higher on the Geometry EOC.

G15.B1 Teachers not adept at using Pearson Inform and Insight data

G15.B1.S1 Professional development activities will be provided to aid teachers in the use of the Pearson programs.

Action Step 1

Professional development will occur during PLC and common planning

Person or Persons Responsible

Coach

Target Dates or Schedule

PLC and common planning

Evidence of Completion

Professional development calendar, PLC agendas, Common planning agendas

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Professional development for use on Pearson programs Inform and Insight

Person or Persons Responsible

Coach

Target Dates or Schedule

PLC and common planning

Evidence of Completion

Use of data in classroom, differentiation

Plan to Monitor Effectiveness of G15.B1.S1

Curriculum Guide Assessments

Person or Persons Responsible

Math Coach and Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G15.B2 Lack of high level questioning, rigor and/or enrichment activities in classrooms

G15.B2.S1 Teachers will create enrichment activities for the FCIM to used during remediation periods

Action Step 1

Professional development of Costa's Level of Questioning and Depth of Knowledge

Person or Persons Responsible

Coach

Target Dates or Schedule

PLC and common planning

Evidence of Completion

Agendas, Lesson plans, HLQ in Lesson plans

Plan to Monitor Fidelity of Implementation of G15.B2.S1

Lesson plans, common planning and differentiation in instruction

Person or Persons Responsible

Coach

Target Dates or Schedule

Common planning and early release

Evidence of Completion

Lesson plans, data collection, group activities

Plan to Monitor Effectiveness of G15.B2.S1

Curriculum Guide Assessments

Person or Persons Responsible

Teachers, Math Coach and Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G15.B2.S2 Teachers will collaborate in PLC plus to create high level questions based on depth of knowledge model

Action Step 1

Professional development using Costas' Level of Questioning and Webb's' Depth of Knowledge

Person or Persons Responsible

Coach

Target Dates or Schedule

PLC and common planning

Evidence of Completion

Lesson plans, classroom visits

Plan to Monitor Fidelity of Implementation of G15.B2.S2

Increase rigor with Higher order questions and engaging activities; use WICOR strategies

Person or Persons Responsible

Principal. Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, differentiation activities WICOR strategies strategies

Plan to Monitor Effectiveness of G15.B2.S2

Curriculum Guide Assessments

Person or Persons Responsible

Teachers, Math Coach, and Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G16. 5% of students will score a level 4 or 5 on the Geometry EOC.

G16.B1 Lack of high level questioning and rigor used in the classroom.

G16.B1.S1 Teachers will create enrichment activities for the FCIM to used during remediation periods

Action Step 1

Professional development on Costa's Level of Questioning and Webb's Depth of Knowledge

Person or Persons Responsible

Coach

Target Dates or Schedule

Admin

Evidence of Completion

Lesson plans, instructional activities, WICOR strategies

Plan to Monitor Fidelity of Implementation of G16.B1.S1

Incorporation of WICOR strategies in instruction; higher order questioning; differentiated instruction based on data

Person or Persons Responsible

Coach, Principal

Target Dates or Schedule

Daily, weekly

Evidence of Completion

Lesson plans, data documentation, strategy used

Plan to Monitor Effectiveness of G16.B1.S1

WICOR strategies, HOQ, Relationship of Essential Question

Person or Persons Responsible

Admin, Coach

Target Dates or Schedule

Ongoing, Classroom visits

Evidence of Completion

Lesson plans, Strategies

G16.B1.S2 Teachers will collaborate in PLC Plus to create high level questions based on depth of knowledge model

Action Step 1

Teachers will collaborate to create common lessons and assessments.

Person or Persons Responsible

Teachers, Math Coach and Principal

Target Dates or Schedule

Weekly

Evidence of Completion

PLC Notebook

Plan to Monitor Fidelity of Implementation of G16.B1.S2

Artifacts from PLC (lesson plans, common assessments and analysis of results)

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Artifacts from PLC (lesson plans, common assessments and analysis of results)

Plan to Monitor Effectiveness of G16.B1.S2

Curriculum Guide Assessments

Person or Persons Responsible

Teachers, Math Coach, and Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Charts

G16.B2 Many strategies are built for Level 1 and 2 students

G16.B2.S1 Enrichment activities will be provided for students that are above proficiency on common assessments.

Action Step 1

Develop differentiated lessons based on data to provide needs of students

Person or Persons Responsible

Coach, teachers

Target Dates or Schedule

Daily,

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G16.B2.S1

Monitor differentiation

Person or Persons Responsible

Principal

Target Dates or Schedule

Classroom visits

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G16.B2.S1

Differentiated strategies

Person or Persons Responsible

AP

Target Dates or Schedule

Classroom visits

Evidence of Completion

Lesson plans, strategies, group activities

G17. 70% of ELL students will score at or above grade level on Geometry EOC.

G17.B1 Many ELL students have difficulty on standardized tests in English.

G17.B1.S1 Differentiate instruction and assessments

Action Step 1

Teachers will be trained in differentiation.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Second Quarter

Evidence of Completion

PD Calendar and Lesson Plans

Facilitator:

Math Coach

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G17.B1.S1

Classroom visits, lesson plans, WICOR strategies

Person or Persons Responsible

AP

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G17.B1.S1

Lesson plans, Curriculum Guide Assessments

Person or Persons Responsible

AP

Target Dates or Schedule

Weekly, Quarterly

Evidence of Completion

Data Chats

G17.B2 Many ELL students have poor attendance.

G17.B2.S1 Students who did not pass the Algebra I EOC will be double blocked in Geometry and Intensive Math to allow more time in subject.

Action Step 1

Increase and monitor attendance

Person or Persons Responsible

AP

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance documentation, Lesson plans, schedules

Action Step 2

Increase differentiated instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G17.B2.S1

Lesson plans, attendance

Person or Persons Responsible

AP

Target Dates or Schedule

Weekly, monthly

Evidence of Completion

Attendance, withdrawals, lesson plans

Plan to Monitor Effectiveness of G17.B2.S1

Attendance, instruction

Person or Persons Responsible

AP, Guidance, Teachers, Attendance Office

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance data, student schedules,

G17.B2.S2 Focus on student needs through data based on common assessments and exit slips

Action Step 1

Differentiated instruction based on data collection

Person or Persons Responsible

Teachers and Principal

Target Dates or Schedule

Ongoing and regular

Evidence of Completion

Oncourse, CGA's and exit slips

Plan to Monitor Fidelity of Implementation of G17.B2.S2

Common assessments and exit slips

Person or Persons Responsible

Teachers and Principal

Target Dates or Schedule

Regularly an ongoing

Evidence of Completion

Data in inform and insight, common assessment data

Plan to Monitor Effectiveness of G17.B2.S2

Student data which shows achievement and growth

Person or Persons Responsible

Teacher, Math Coach and Principa

Target Dates or Schedule

Regularly and ongoing

Evidence of Completion

Results of common assessments, CGA's

G18. 52% will score at or above level 3 on the Biology 1 EOC.

G18.B1 Lack of rigor in the classroom.

G18.B1.S1 Teachers will utilize PLC common planning to script high order questions and create rigorous activities

Action Step 1

PLC will be used to increase and develop use of the Essential Question, develop strategies to increase student collaboration, increase use WICOR Strategies and increase the inclusion of higher order questions

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly PLC meetings

Evidence of Completion

Student notebooks, lesson plans, Cornell notes

Plan to Monitor Fidelity of Implementation of G18.B1.S1

Implementation and increase use of WICOR strategies and higher order questioning strategies

Person or Persons Responsible

AP

Target Dates or Schedule

Classroom visits, CAST evaluations

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G18.B1.S1

PLC Common planning

Person or Persons Responsible

AP

Target Dates or Schedule

Common planning and early release

Evidence of Completion

Professional development calendar, lesson plans, use of WICOR strategies

G18.B2 Lesson design and ineffective instructional delivery

G18.B2.S1 Teachers will meet quarterly with district science coach to review curriculum and create common lesson plans

Action Step 1

Review of curriculum during quarterly meetings to improve lesson design and effective instruction evident in common planning

Person or Persons Responsible

Coach

Target Dates or Schedule

Quarterly district PD

Evidence of Completion

Agendas, Lesson plans, WICOR strategies, Cornell Notes, Lab reports,

Plan to Monitor Fidelity of Implementation of G18.B2.S1

Lesson plans, common assessments

Person or Persons Responsible

AP

Target Dates or Schedule

Classroom visits

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G18.B2.S1

Review of lesson design and instructional delivery

Person or Persons Responsible

AP

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans

G18.B2.S2 Teachers will use Cornell notes and interactive notebooks.

Action Step 1

Professional development in PLC and common planning

Person or Persons Responsible

Coach

Target Dates or Schedule

Weekly and bi-monthly

Evidence of Completion

Agendas, lesson plans, increased use of WICOR strategies

Facilitator:

District Science Coach and Assistant Principal

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G18.B2.S2

Improvement of lesson designs and effective instruction

Person or Persons Responsible

AP

Target Dates or Schedule

Classroom visits

Evidence of Completion

Lesson plans, student engagement

Plan to Monitor Effectiveness of G18.B2.S2

Curriculum Guide assessments

Person or Persons Responsible

AP

Target Dates or Schedule

Weekly, quarterly

Evidence of Completion

Lesson plans, Cornell notes, interactive notebooks

G19. 15% of students will score at or above the 4/5 level on the Biology 1 EOC.

G19.B1 Teachers struggle with differentiated instruction.

G19.B1.S1 Teachers will utilize PLC common planning time to provide engaging activities for students of various achievement levels.

Action Step 1

Develop rigorous and engaging instruction

Person or Persons Responsible

Coach

Target Dates or Schedule

PLC and common planning

Evidence of Completion

Lesson plans, WICOR strategies

Plan to Monitor Fidelity of Implementation of G19.B1.S1

Lesson plans and classroom instruction will be monitored for differentiated instruction

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly, classroom visits

Evidence of Completion

Agendas, lesson plans, strategies, grouping data

Plan to Monitor Effectiveness of G19.B1.S1

Differentiation in instruction

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly, classroom visits

Evidence of Completion

Lesson plans, graphic organizers, interactive notebooks

G20. Decrease the number of students absent from school without an excuse to 10%.

G20.B1 Lack of parental support

G20.B1.S1 School will fund a full time attendance clerk to monitor and track student attendance. The clerk will meet weekly with the truancy center and district officials to provide interventions with students who are not coming to school regularly.

Action Step 1

Hire a full-time attendance clerk

Person or Persons Responsible

Principal

Target Dates or Schedule

August

Evidence of Completion

Attendance Intervention Meeting notes, agendas

Plan to Monitor Fidelity of Implementation of G20.B1.S1

Meeting agendas, contracts and student attendance summaries

Person or Persons Responsible

AP

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, Contracts, Interventions, Attendance summaries

Plan to Monitor Effectiveness of G20.B1.S1

Increased attendance, improved grades

Person or Persons Responsible

AP, Attendance clerk

Target Dates or Schedule

Weekly, quarterly

Evidence of Completion

Attendance summaries, Grade portal

G20.B2 Students who move and do not officially withdraw

G20.B2.S1 Contact parents and fax records to new school.

Action Step 1

Parental contact on a regular basis using letters, personal calls and the auto dialer.

Person or Persons Responsible

Teachers, guidance and administration

Target Dates or Schedule

Ongoing /as needed

Evidence of Completion

Withdrawal through guidance, withdrawal list

Plan to Monitor Fidelity of Implementation of G20.B2.S1

Student population and attendance

Person or Persons Responsible

AP, Attendance Clerk

Target Dates or Schedule

Weekly, ongoing

Evidence of Completion

Withdrawal lists, class lists

Plan to Monitor Effectiveness of G20.B2.S1

Monitor attendance summaries and withdrawals

Person or Persons Responsible

Attendance clerk , CRT, Guidance, AP

Target Dates or Schedule

Ongoing, weekly

Evidence of Completion

Enrollment, attendance summaries, withdrawal lists, data charts

G21. Increase PTSA enrollment from 1,020 to 1,050.

G21.B1 The economy will prevent families from contributing.

G21.B1.S1 The PTSA will attend/recruit at all parent days and open house opportunities.

Action Step 1

PTSA is invited to attend/recruit at all open events. They are provided an office in the school.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

PTSA Enrollment and Counts

Plan to Monitor Fidelity of Implementation of G21.B1.S1

PTSA provides monthly data

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Data Charts

Plan to Monitor Effectiveness of G21.B1.S1

Data provided by PTSA

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chats

G21.B2 Parents may not receive information

G21.B2.S1 The use of web site postings and use of the telephone auto dialer.

Action Step 1

Increase communication opportunities with parents by using FaceBook.

Person or Persons Responsible

PTSA, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

PTSA membership

Plan to Monitor Fidelity of Implementation of G21.B2.S1

Opportunities for communication with parents using web and telephone dialer

Person or Persons Responsible

Webmaster, Administration, PTSA Board

Target Dates or Schedule

Ongoing

Evidence of Completion

Calendar of Events and PTSA Surveys

Plan to Monitor Effectiveness of G21.B2.S1

Parent feedback

Person or Persons Responsible

PTSA, parents, faculty and staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased communication, calendar/timeline, parent surveys

G22. Increase the student pass rate on industry certifications from 10% to 50%.

G22.B1 Students who are in the class but not in the academy

G22.B1.S1 Work with guidance and curriculum to limit the computer classes to academy students only and the upper level culinary classes to capable students

Action Step 1

Develop explicit guidelines for admittance to academies

Person or Persons Responsible

Curriculum manager

Target Dates or Schedule

Spring

Evidence of Completion

List of criteria for admittance, recruitment plan

Plan to Monitor Fidelity of Implementation of G22.B1.S1

List of classes admitted

Person or Persons Responsible

Curriculum manager

Target Dates or Schedule

Quarterly

Evidence of Completion

List of students, Master schedule

Plan to Monitor Effectiveness of G22.B1.S1

Entrance into the academies will follow established protocol

Person or Persons Responsible

AP

Target Dates or Schedule

Each semester

Evidence of Completion

Class lists, schedules

Coordination and Integration

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. 27% of students will score at level 4 or above in reading.

G1.B1 Student complacency

G1.B1.S1 Continue early college program to provide more academic rigor for students who have met proficiency

PD Opportunity 1

Continue early college program

Facilitator

Wendy Dunlap, Director of High School Programs

Participants

Teachers

Target Dates or Schedule

Semester, annually

Evidence of Completion

CGAs, grades

G1.B1.S2 Train teachers on higher order questioning and gradual release.

PD Opportunity 1

Training teachers on gradual release and higher order questioning.

Facilitator

Reading Coach

Participants

ELA and Reading Teachers

Target Dates or Schedule

During weekly common planning and bi-monthly Early Release PLC's

Evidence of Completion

Exit Slips from training.

G2. 55% of students will meet proficiency standards in reading

G2.B1 Students are currently reading at below-grade level.

G2.B1.S1 Use graphic organizers and other WICOR strategies to increase levels

PD Opportunity 1

Offer PD on using graphic organizers and WICOR strategies

Facilitator

Coach

Participants

Reading Teachers - school wide

Target Dates or Schedule

Common planning, early release

Evidence of Completion

lesson plans, observations

G2.B1.S2 Incorporate vocabulary into school-wide plan

PD Opportunity 1

Train teachers on incorporating vocabulary in the content areas.

Facilitator

Reading Coach

Participants

All Teachers

Target Dates or Schedule

Second quarter

Evidence of Completion

Exit Slips from Professional Development

G3. 75% of students will make learning gains in reading.

G3.B1 Lack of student engagement.

G3.B1.S2 Create higher order text dependent questions.

PD Opportunity 1

Create higher order questions that are dependent on reading the text.

Facilitator

Cohan, Forrest, Motley, Lakatos

Participants

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Evidence found in lesson plans and observations

G3.B1.S3 Use data to scaffold instruction to meet student's needs.

PD Opportunity 1

Professional development on benchmarks and rigor

Facilitator

Reading Coach - AP

Participants

ELA and Reading departments

Target Dates or Schedule

Common Planning

Evidence of Completion

Completed lesson plans/observations that show planned rigor connecting to the benchmarks

G4. 85% of the lowest quartile will make learning gains in reading.

G4.B1 Class sizes make differentiated and small group instruction challenging.

G4.B1.S1 Lowest Quartile enrolled in Enrichment 1 & 2 classes with class size amendment in place

PD Opportunity 1

Counselors review reading levels after administration of IOWA assessment.

Facilitator

Curriculum manager

Participants

Counselors

Target Dates or Schedule

First Quarter

Evidence of Completion

Students are rescheduled

G4.B1.S2 Use of SRA Corrective materials to fill in decoding gaps

PD Opportunity 1

Teachers will be trained in using SRA corrective materials.

Facilitator

Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

Summer, first nine weeks, and then as needed

Evidence of Completion

Classroom visits to see that material is being used.

G7. 25% of ELL students will read English at grade level proficiency.

G7.B1 Limited outside resources from the home to support student learning within the school day.

G7.B1.S1 Assign mentors from UNF to give one-on-one help in classroom setting

PD Opportunity 1

Mentors

Facilitator

UNF

Participants

UNF Interns

Target Dates or Schedule

Daily, weekly

Evidence of Completion

Cella, Lesson plans

G8. 40% of ELL students will be proficient at writing in English.

G8.B1 Lead ESOL teacher transferred to another school.

G8.B1.S1 Spread the ESOL teaching load to a variety of teachers. The previous ESOL teacher had multiple preparations which prevented following the Curriculum with fidelity for each grade level.

PD Opportunity 1

Reschedule ELL students into four different grade level teachers. This will require training of new teachers.

Facilitator

Curriculum Manager

Participants

Counselors

Target Dates or Schedule

First Month of School

Evidence of Completion

Schedules

G9. Increase the number of students who are college ready.

G9.B1 SAT/ACT is expensive

G9.B1.S1 Promote free SAT/ACT waivers during classroom visits.

PD Opportunity 1

Counselors visit ELA classrooms to discuss graduation requirements and college readiness.

Facilitator

Counselors

Participants

Teachers

Target Dates or Schedule

First Nine Weeks

Evidence of Completion

Classroom Exit Slips

G10. 92% of all students will achieve mastery in writing.

G10.B1 Number of students who are learning English as a second language and students who are writing and reading below grade level.

G10.B1.S1 Mandate cross-curricular writing.

PD Opportunity 1

Develop writing plan with ELA teachers. Train all teachers on plan.

Facilitator

Reading Coach

Participants

All teachers

Target Dates or Schedule

Second Nine Weeks

Evidence of Completion

Writing Plan

G11. 73% of Algebra I students will score level 3 or higher on the EOC

G11.B1 Lack of high level questioning used in classrooms

G11.B1.S1 Teachers will collaborate in PLC plus to create high level questions based on Depth of Knowledge

PD Opportunity 1

Collaboration in PLC's, monitoring of data, lesson planning, training in Early Dismissal

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans.CGA's, iMath EOC's

G11.B1.S2 Math Coach and District Personnel will assist teachers in creating questions

PD Opportunity 1

Training during Common Planning and Early Dismissal

Facilitator

School Math Coach and District Math Coach

Participants

Math Teachers

Target Dates or Schedule

Weekly, bi-monthly

Evidence of Completion

Lesson Plans

G11.B2 Lack of rigor and enrichment activities

G11.B2.S1 Gathering feedback from faculty after PLCs regarding professional development - and then offering the PD

PD Opportunity 1

Expand PD on rigor to include enrichment teachers

Facilitator

Math Coach

Participants

Enrichment Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas

G12. 7% of students will score a level 4 or 5 on the Algebra I EOC.

G12.B1 Lack of high level questions and rigor in the classrooms

G12.B1.S2 Teachers will collaborate in PLC plus to create high level questions and activities based on the Depth of Knowledge

PD Opportunity 1

Professional development on development of higher order questions and use of Depth of Knowledge

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

PLC meetings, common planning

Evidence of Completion

Lesson plans

G12.B1.S3 Provide PD for high level structured engagement

PD Opportunity 1

Develop questioning skills through coaching cycle Modeling of coach in PLC

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

PLC, clasroom

Evidence of Completion

Lesson plans, student engagement

G13. Increase the performance level on Algebra I EOC for all subgroups

G13.B1 Lack of resources and assistance

G13.B1.S2 Focus on students needs through data based common assessments and exit slips

PD Opportunity 1

Differentiate instruction based on student data on common assessments and exit slips. Teachers need training on differentiation.

Facilitator

Math Coach

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans

G17. 70% of ELL students will score at or above grade level on Geometry EOC.

G17.B1 Many ELL students have difficulty on standardized tests in English.

G17.B1.S1 Differentiate instruction and assessments

PD Opportunity 1

Teachers will be trained in differentiation.

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

Second Quarter

Evidence of Completion

PD Calendar and Lesson Plans

G18. 52% will score at or above level 3 on the Biology 1 EOC.

G18.B2 Lesson design and ineffective instructional delivery

G18.B2.S2 Teachers will use Cornell notes and interactive notebooks.

PD Opportunity 1

Professional development in PLC and common planning

Facilitator

District Science Coach and Assistant Principal

Participants

Science Teachers

Target Dates or Schedule

Weekly and bi-monthly

Evidence of Completion

Agendas, lesson plans, increased use of WICOR strategies

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	27% of students will score at level 4 or above in reading.	\$400
G2.	55% of students will meet proficiency standards in reading	\$600
G5.	Florida Alternate Assessment: Students scoring at Levels 4,5,and 6 in reading will increase to 50%	\$1,000
G7.	25% of ELL students will read English at grade level proficiency.	\$12,000
G9.	Increase the number of students who are college ready.	\$1,500
G14.	70% of students with disabilities will make AYP in Algebra 1.	\$2,000
G20.	Decrease the number of students absent from school without an excuse to 10%.	\$21,000
Total		\$38,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Personnel	Other	Total
SAC	\$600	\$0	\$0	\$0	\$600
SAC and District Funds	\$0	\$200	\$0	\$0	\$200
District and SAC Funds	\$1,000	\$0	\$0	\$0	\$1,000
SAC, General Funds, District Funds	\$0	\$12,000	\$0	\$0	\$12,000
General	\$200	\$0	\$0	\$0	\$200
District SAC/SIP Funds	\$0	\$0	\$2,000	\$0	\$2,000
General Funds	\$0	\$0	\$21,000	\$0	\$21,000
SAC, PTSA, General and Donations	\$0	\$0	\$0	\$1,500	\$1,500
Total	\$1,800	\$12,200	\$23,000	\$1,500	\$38,500

Budget Details

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

G1. 27% of students will score at level 4 or above in reading.

G1.B1 Student complacency

G1.B1.S1 Continue early college program to provide more academic rigor for students who have met proficiency

Action Step 1

Continue early college program

Resource Type

Professional Development

Resource

Provide professional development for teacher to receive a better understanding of the EC program.

Funding Source

SAC and District Funds

Amount Needed

\$200

G1.B1.S2 Train teachers on higher order questioning and gradual release.

Action Step 1

Training teachers on gradual release and higher order questioning.

Resource Type

Evidence-Based Materials

Resource

Copy Better Learning from the district web-site for teacher book study

Funding Source

General

Amount Needed

\$200

G2. 55% of students will meet proficiency standards in reading

G2.B1 Students are currently reading at below-grade level.

G2.B1.S1 Use graphic organizers and other WICOR strategies to increase levels

Action Step 1

Offer PD on using graphic organizers and WICOR strategies

Resource Type

Evidence-Based Materials

Resource

Purchase Engagement activities book fro ASCD for the PD room.

Funding Source

SAC

Amount Needed

\$600

G5. Florida Alternate Assessment: Students scoring at Levels 4,5,and 6 in reading will increase to 50%

G5.B1 Retention is very low Student mobility is high

G5.B1.S3 High expectations and engagement

Action Step 1

Increase real world activities and experiences

Resource Type

Evidence-Based Materials

Resource

Purchase resources for teachers to engage students in real-world activities.

Funding Source

District and SAC Funds

Amount Needed

\$1,000

G7. 25% of ELL students will read English at grade level proficiency.

G7.B2 Little or no English spoken at home

G7.B2.S1 Offer students tutoring times at school

Action Step 1

WICOR strategies, student collaboration, teacher voluntarily offer one day a week of after school tutoring.

Resource Type

Professional Development

Resource

Send a team of teachers as possible to AVID training in the summer as well as AVID conferences.

Funding Source

SAC, General Funds, District Funds

Amount Needed

\$12,000

G9. Increase the number of students who are college ready.

G9.B1 SAT/ACT is expensive

G9.B1.S2 Seek sponsors for students needing funding support.

Action Step 2

Offer incentives to students who become college ready

Resource Type

Other

Resource

Purchase incentives for PSR students

Funding Source

SAC, PTSA, General and Donations

Amount Needed

\$1,500

G14. 70% of students with disabilities will make AYP in Algebra 1.

G14.B2 Writing prescriptions is time consuming

G14.B2.S1 Provide prescription tutoring for students outside the classroom

Action Step 1

Hire 10th grade teachers to host a "Writing Boot Camp"

Resource Type

Personnel

Resource

Hire three 10th grade teachers to host a writing boot camp for 10th graders

Funding Source

District SAC/SIP Funds

Amount Needed

\$2,000

G20. Decrease the number of students absent from school without an excuse to 10%.

G20.B1 Lack of parental support

G20.B1.S1 School will fund a full time attendance clerk to monitor and track student attendance. The clerk will meet weekly with the truancy center and district officials to provide interventions with students who are not coming to school regularly.

Action Step 1

Hire a full-time attendance clerk

Resource Type

Personnel

Resource

Hire an attendance clerk to monitor attendance and set up AIT meetings

Funding Source

General Funds

Amount Needed

\$21,000