



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Triad

4430 BENEVA RD
Sarasota, FL 34233
941-361-6752
www.sarasota-ymca.org

School Demographics

School Type

High School

Title I

Yes

Free and Reduced Lunch Rate*[Data Not Available]***Alternative/ESE Center**

Yes

Charter School

No

Minority Rate*[Data Not Available]*

School Grades History

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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
Part III: Coordination and Integration	0
Appendix 1: Professional Development Plan to Support Goals	31
Appendix 2: Budget to Support Goals	34

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

Triad

Principal

Margaret King

School Advisory Council chair

Margaret King

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

Name	Title
Margaret King	Program Director
Anthony Graham	Assistant Director
Heather McInnes	Program Coordinator
Michelle Cook	Lead Teacher

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the Principal (Program Director) and an appropriately balanced number of teachers, behavior intervention specialists, students, parents, and other business and community citizens 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 reviews, modifies, and approves the school improvement plan.

Activities of the SAC for the upcoming school year

There are 4 scheduled SAC meetings during the year. Listed below are some of the activities of the SAC:

- Review and approve the SAC Guidelines and SAC Roster
- Review and approve the Title 1 Parent Involvement Plan

- Improve parent involvement
- Reach out to community to obtain more partner services for students
- Assist the school in analyzing Benchmark testing and FCAT and EOC results
- Assist the school in analyzing student progress after transitioning to District Schools

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

NA

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

NA

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Margaret King

Principal

Years as Administrator: 7

Years at Current School: 14

Credentials

BS - Psychology, The Ohio State University . Certified in ESE in the state of Florida.

Performance Record

2009-2010 School Improvement rating of Improving. 2010 all students made learning gains in FCAT reading, writing, math and science with the exception of Middle School reading. 2011 the percent of students level 3 or above in FCAT Math 6-8 increased from 38% to 44%. 2011 the percent of students making learning gains in FCAT Math grades 9-10 increased from 75% to 86%. 2011 AYP 90% of criteria met with Reading and Math proficiency not met. 2012 Reading FCAT reading results: 23% scored level 3, 16% scored level 4 or above, 57% made Learning Gains, 58% in lowest 25% made learning gains. 2012 Math results for middle school students: 16% scored level 3, 23% scored level 3 or above, 49% made learning gains with no data available for lowest 25%. 2012 Algebra EOC results: 32% scored level 3 and 36% scored level 3 or above. 2012 Science results for middle school students: 19% scored level 3 and 29% scored level 3 or above. 2013 Reading FCAT results: 50% scored Level 3, 13% scored level 4 or above, FCAT Writing 41% scored level 3.5 or above, FCAT Middle School Math 14% score Level 3, 12% scored level 4 or above, Algebra EOC 37% scored Level 3, 12% scored Level 4 or above, Geometry EOC 38% scored Level 3 , 38% scored level 4 or above, Biology EOC 23% scored Level 3, 8% scored Level 4 or above.

Anthony Graham

Asst Principal

Years as Administrator: 3

Years at Current School: 7

Credentials

BS, Youngstown University, Certified in ESE - State of Florida

Performance Record

2012 Reading FCAT reading results: 23% scored level 3, 16% scored level 4 or above, 57% made Learning Gains, 58% in lowest 25% made learning gains. 2012 Math results for middle school students: 16% scored level 3, 23% scored level 3 or above, 49% made learning gains with no data available for lowest 25%. 2012 Algebra EOC results: 32% scored level 3 and 36% scored level 3 or above. 2012 Science results for middle school students: 19% scored level 3 and 29% scored level 3 or above. 2013 Reading FCAT results: 50% scored Level 3, 13% scored level 4 or above, FCAT Writing 41% scored level 3.5 or above, FCAT Middle School Math 14% score Level 3, 12% scored level 4 or above, Algebra EOC 37% scored Level 3, 12% scored Level 4 or above, Geometry EOC 38% scored Level 3 , 38% scored level 4 or above, Biology EOC 23% scored Level 3, 8% scored Level 4 or above.

Asst Principal

Years as Administrator:

Years at Current School:

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

9

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

9, 100%

ESOL endorsed

1, 11%

reading endorsed

3, 33%

with advanced degrees

0, 0%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

5, 56%

with 6-14 years of experience

4, 44%

with 15 or more years of experience

0, 0%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

6, 100%

Teacher Recruitment and Retention Strategies

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

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

The Principal is responsible for developing and implementing strategies to recruit and retain highly qualified, certified teachers. The strategies include the opportunity for professional development and personal recognition, small class size, and competitive rate of pay to School District 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 Lead Teacher will obtain training and provide mentoring to 1st year teachers.

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

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

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

The team (Administrators, counselors, teachers, and behavior intervention specialists) meet once a week to engage in the following activities: The team reviews summative and formative data and Individual Education Plans to identify student academic and behavior needs. Based on the review as well as discussions with parents/guardians school board personnel, and outside agencies such as Department of Juvenile Justice, instructional and behavioral strategies are identified and a timeline of implementation is constructed. Student progress is monitored and individual cases reviewed periodically to determine progress and to reassess further instructional interventions. Students who are identified as needing small group and individual instructional may be scheduled for extended-day sessions. Students may be referred to individual / family counseling, anger management classes, grief counseling, substance abuse counseling, mentoring program or homeless youth program.

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

Each member of the team is responsible for leading the weekly team meetings in order to identify individual student needs and implement strategies and interventions to promote student progress. Each member of the team is responsible for monitoring the effectiveness of the interventions and strategies and to modify or change those interventions and strategies as needed.

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

The fidelity of the MTSS and SIP is measured by classroom walkthroughs, individual student learning gains, individual student mastery of measured benchmarks, weekly progress reports, student point cards, and direct reports from outside agencies working with an individual student.

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 the results of DAR testing, Benchmark testing, FAIR , EOCs, and FCAT. Engagement is reflected throughout the day on student point cards Each student develops monthly goals that address areas in need of improvement. Weekly Progress Reports are sent home at the end of each week.

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

Parents are invited to participate in parent/teacher conferences where teachers, behavior intervention specialists and counselors discuss student progress, including progress that is documented by data such as benchmark testing, FAIR or DAR testing. Parents are encouraged and supported to work with the Triad team to develop effective interventions and strategies to promote positive progress.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 100

The after school program provides students with the opportunity to obtain additional instruction from on-staff teachers in Core Academic Subjects and targets students who are below proficiency levels or are in need of additional time or instruction in order to complete an assignment. The after school Program also provides extended time for students to participate in activities such as the Steel Drum Band. Teachers and other staff have the opportunity for extended collaboration, planning and professional development one time a week for 2.5 hours.

Strategy Purpose(s)

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

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

Data is collected from the results of Benchmark testing, FAIR, EOC and FCAT to determine if learning gains are reflected in the data.

Who is responsible for monitoring implementation of this strategy?

Principal and Assistant Principal

Literacy Leadership Team (LLT)

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

Name	Title
Michelle Cook	Lead Teacher /Reading and LA Teacher
Brandi Hutchinson	Reading and Science Teacher
Therese Guinther	Reading and LA Teacher
Donald Hirst	Social Science Teacher
Chad Lovewell	Reading and LA Teacher

Name	Title
Jannsen Hayes	Social Science Teacher

How the school-based LLT functions

The LLT meets once a month with the the Lead Teacher chairing the meetings. All members are responsible for integrating the Literacy Plan into the classroom. The Literacy Plan objectives are :

- To increase each student's reading, writing, critical thinking, and speaking & listening skills across all content areas in order to improve learning gains.
- To promote a school-wide culture of literacy that encourages both staff and students to develop a life-long habit and appreciation of writing.

The Triad's ELA teachers and content-area teachers collaborate to develop a literacy plan with both Common Core State Standards and Title 1 expectations in mind, as well as the specific behavioral and academic needs of the Triad students.

The LLT will implement and monitor a plan with the following action steps:

1. Schedule time for professional collaboration, planning and accountability.
2. Activate meaningful, professional discussions about literacy.
3. Share effective strategies in literacy.
4. Carefully choose high-interest, complex texts, both literacy and informational.
5. Target striving readers and writers in classroom instruction and in tutoring.
6. Initiate text-based discussions and ask text-dependent questions.

Major initiatives of the LLT

1. Reading: All students will increase time spent reading both for academic purposes and for enjoyment. All students are required to carry an independent reading book of their choice at all times. Students will read in their independent reading book during free time, when coursework is complete, or during scheduled independent reading times within classes.
2. Writing: All students will increase time spent writing in response to texts, themes , ideas, skills and issues presented in classes. All content area classes will do, at minimum, weekly writing that includes critical responses to texts, journal responses, short answer responses, long answer responses, essays, research projects, and/or quick writes.
3. Critical Thinking: All students will increase his or her ability to initiate and to participate in a ;variety of collaborative discussions with his or her peers and teachers on a a variety of topics.
4. Speaking & Listening: All students will increase the ability to initiate and to participate in a variety of collaborative discussions with his or her peers and teachers on a variety of topics.

Every Teacher Contributes to Reading Instruction

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

To promote the literacy across the contents by sharing effective literacy strategies, the following four strategies will be used this year in all classes:

1. Close Reading (Reading/Writing/Critical Thinking Strategy)
2. KWL Chart (Reading/Writing Strategy)
3. RAFT (Reading/Writing Strategy)
4. Two Column Cornell Notes (Note-Taking strategy)

The Literacy Team identified resources that will be used in each of the academic and elective classes. These resources provide high-interest, complex text that meets the academic needs of the students. In order to increase the reading, writing, critical thinking, and speaking and listening skills of all student, teachers in all content areas will initiate text-based discussions and ask text-dependent questions that require students to find and to cite support for their answers within the text and then share these responses in discussion or on assessments. Teachers will plan higher-level questions into their lessons

using question stems and sentence/statement starters/frames. Teachers will require students to support their answers through identifying specific paragraphs or sentences of quotes within the text that they use to answer questions or form opinions. Teacher will facilitate an increase in opportunities to discuss texts through strategies and structure, such as Kagan and other cooperative learning methods, and students will become more active in their own learning and reading/writing processes.

College and Career Readiness

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

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

Our school offers students electives HOPE and Personal, School and Career Development. Eligible students are encouraged to dual-enroll in technical/vocational courses at the local technical school. A daily focus of our school is to post the learning objective in every class so that the students know instruction is relevant.

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

Due to low enrollment at our school (approximately 100 high school students), course offerings are limited to core academic course with one elective, Personal, School and Career Development. For additional courses, students are encouraged to enroll in Florida Virtual School, the local technical program, and to participate in summer programs such as those offered by Ringling School of Art and Design. The program partners with Y Achievers, Y Mentors, Big Brothers/Big Sisters in order to provide support and guidance in preparation for college. The program conducts a Career Day each semester that provides students with the opportunity to talk with college counselors and professionals in various career fields.

Strategies for improving student readiness for the public postsecondary level

The school identifies basic skill deficits by utilizing multiple resources including DAR. Benchmark testing, FAIR, EOC, and FCAT. Strategies for remediation include enrollment in Intensive Reading courses, small group instruction, individual instruction and extended class time. The program partners with Y Mentors to obtain tutors for our students,

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		28%		
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged		22%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	50%	52%
Students scoring at or above Achievement Level 4	15	13%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	100%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		63%

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	21	41%	45%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		14%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		14%

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		56%		
American Indian				
Asian				
Black/African American		25%		
Hispanic		63%		
White		50%		
English language learners				
Students with disabilities		36%		
Economically disadvantaged		48%		

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	37%	41%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	35%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	42%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	42%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		23%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		8%

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	84	99%	95%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	9	28%	25%
Students with grade point average less than 2.0	32	44%	42%
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals	96	99%	94%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	96	99%	89%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	21	16%	14%
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)	1	7%	7%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	1	6%	6%

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

100% of parents will meet with the Principal or Assistant Principal prior to entering the program to develop an initial academic and service plan. 100% of parents will be invited to Orientation Night, Title 1 Open Houses, monthly Parent Academy classes, Family Literacy Nights, Data Chats and FCAT Information Night. Each semester, 100% of parents will be invited to schedule a parent/teacher conference and parent meetings will be held throughout the school upon request. Family counseling is provided on an as needed/request basis. Parents will be invited to be on the School Advisory Council. It is expected that 100% of parents will participate in one or more of these parent involvement opportunities. The program offers alternate meeting times to meet parent needs and will assist with transportation.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of parents will be involved in their child's education.	267	100%	100%

Goals Summary

- G1.** By the year 2014, a minimum of 52% of students will score at achievement Level 3 or higher for Reading and Achievement Level 3.5 for Writing.
- G2.** By the year 2014, 14% of Middle School students will score at Achievement Level 3 or above in Math, 41% will score at Achievement level 41% of higher on Algebra EOC, 42% will score at Achievement Level 3 or above on Geometry EOC.

Goals Detail

G1. By the year 2014, a minimum of 52% of students will score at achievement Level 3 or higher for Reading and Achievement Level 3.5 for Writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- Low staff/student ratio. Paraprofessionals are partnered with teachers in most classrooms to assist in classroom management. All teachers are in-field and highly qualified and 78% are certified in ESE. Licensed mental health counselors are on staff for individual / family counseling and crisis counseling. Supplemental reading resources include Jamestown Reading Navigator, SCOPE/Scholastic Magazines Take 10 curriculum.

Targeted Barriers to Achieving the Goal

- As of 10/31/2013, 74% of students are below proficiency in reading, 40% Level 1 and 34% Level 2. 38% of students are designated ESE, ESOL or have a 504 plan. 90% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort.

Plan to Monitor Progress Toward the Goal

An Individual Service Plan will be developed for each student. Extended school day will be scheduled for students in need of additional instructional support, including tutoring. Classroom instruction will incorporate small group and individual instruction, differentiated instruction and cooperative learning. FAIR and DAR testing will be used to identify individual student needs and develop focus lessons. The Literacy Plan will be incorporated across the curriculum. Attendance will be monitored daily and parents will be immediately notified in the event absence.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student Progress Reports

G2. By the year 2014, 14% of Middle School students will score at Achievement Level 3 or above in Math, 41% will score at Achievement level 41% or higher on Algebra EOC, 42% will score at Achievement Level 3 or above on Geometry EOC.

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Low Staff to Student Ratio. Extended Learning Time at end of school day for tutoring or homework assistance. 9 teachers available for Extended Learning Time. Paraprofessionals in the majority of classrooms to support classroom management. Licensed mental health counselors are on staff for individual / family counseling and crisis counseling.

Targeted Barriers to Achieving the Goal

- As of 10/31/2013, 74% of students are below proficiency in reading, 40% Level 1 and 34% Level 2. 38% of students are designated ESE, ESOL or have a 504 plan. 90% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort.

Plan to Monitor Progress Toward the Goal

An Individual Service Plan will be developed for each student. Extended school day will be scheduled for students in need of additional instructional support, including tutoring. Classroom instruction will incorporate small group and individual instruction, differentiated instruction and cooperative learning. FAIR and DAR testing will be used to identify individual student needs and develop focus lessons. Attendance will be monitored daily and parents will be immediately notified in the event absence.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Benchmark, FAIR, EOC and FCAT results, Classroom walkthroughs, Attendance reports, Grade Reports, Extended Learning Time logs.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By the year 2014, a minimum of 52% of students will score at achievement Level 3 or higher for Reading and Achievement Level 3.5 for Writing.

G1.B1 As of 10/31/2013, 74% of students are below proficiency in reading, 40% Level 1 and 34% Level 2. 38% of students are designated ESE, ESOL or have a 504 plan. 90% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort.

G1.B1.S1 Infuse a culture of excellence that promotes a safe and caring environment for our students to make positive change.

Action Step 1

Mandt System Training (de-escalation and relationship training) (Train the Trainer)

Person or Persons Responsible

Program Coordinator

Target Dates or Schedule

January 20, 2014

Evidence of Completion

Certifications

Facilitator:

Sally Phipps, Mandt System

Participants:

1 who will train 20

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

Improved student behavior

Person or Persons Responsible

Program Coordinator

Target Dates or Schedule

March through May

Evidence of Completion

Student point cards

Plan to Monitor Effectiveness of G1.B1.S1

Number of students successfully completing the program

Person or Persons Responsible

Program Coordinator

Target Dates or Schedule

June

Evidence of Completion

Student Certificates of Successful Completion

G1.B1.S2 Emphasize reading, writing and comprehension skills in all core content areas.

Action Step 1

ASCD PD Online Quick Kits for Common Core and Literacy Strategies

Person or Persons Responsible

Program Coordinator

Target Dates or Schedule

January 2013

Evidence of Completion

Certificates of Completion

Facilitator:

TBD

Participants:

9

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

Implementation Plan

Person or Persons Responsible

Teachers who participated in training / Administrators

Target Dates or Schedule

January through May

Evidence of Completion

Certificates of Completion, Implementation Plan, Classroom Walkthroughs

Plan to Monitor Effectiveness of G1.B1.S2

Reading Learning Gains

Person or Persons Responsible

Reading and LA teachers

Target Dates or Schedule

January through June

Evidence of Completion

Benchmark, FAIR, EOC and FCAT results

G1.B1.S3 Incorporate teacher friendly processes designed to raise student achievement.

Action Step 1

aha! P20/Education Workshops: Raising Achievement with 9 Systemic Processes

Person or Persons Responsible

Program Coordinator

Target Dates or Schedule

January

Evidence of Completion

Certificates of Completion

Facilitator:

TBD

Participants:

Teachers, Behavior Specialists, Counselors, Administrators

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

Monitor implementation of teacher-friendly processes designed to raise student achievement

Person or Persons Responsible

Administrators

Target Dates or Schedule

February through May

Evidence of Completion

Classroom Observation Checklist

Plan to Monitor Effectiveness of G1.B1.S3

Learning Gains

Person or Persons Responsible

Teachers

Target Dates or Schedule

February through May

Evidence of Completion

Benchmark, FAIR, EOC, FCAT

G1.B1.S4 Motivate students to improve performance (attendance, behavior, engagement in learning).

Action Step 1

aha! P20/Education Workshops: Research-Based Strategies

Person or Persons Responsible

Program Coordinator

Target Dates or Schedule

January

Evidence of Completion

Certificates of Completion

Facilitator:

TBD

Participants:

Teachers, Behavior Specialists, Counselors, Administrators

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

Improved attendance rate, reduced discipline rate, graduation engagement, learning gains

Person or Persons Responsible

Program Coordinator

Target Dates or Schedule

June

Evidence of Completion

End of Year report

Plan to Monitor Effectiveness of G1.B1.S4

Monthly reports

Person or Persons Responsible

Administrators

Target Dates or Schedule

February through May

Evidence of Completion

End of Year Report

G2. By the year 2014, 14% of Middle School students will score at Achievement Level 3 or above in Math, 41% will score at Achievement level 41% of higher on Algebra EOC, 42% will score at Achievement Level 3 or above on Geometry EOC.

G2.B1 As of 10/31/2013, 74% of students are below proficiency in reading, 40% Level 1 and 34% Level 2. 38% of students are designated ESE, ESOL or have a 504 plan. 90% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort.

G2.B1.S1 Infuse a culture of excellence that promotes a safe and caring environment for students to make positive changes.

Action Step 1

Mandt System Training (de-escalation and relationship training (Train the Trainier)

Person or Persons Responsible

Program Coordinator

Target Dates or Schedule

January 20, 2014

Evidence of Completion

Certifications

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S3 Incorporate teacher friendly process designed to raise student achievement.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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. By the year 2014, a minimum of 52% of students will score at achievement Level 3 or higher for Reading and Achievement Level 3.5 for Writing.

G1.B1 As of 10/31/2013, 74% of students are below proficiency in reading, 40% Level 1 and 34% Level 2. 38% of students are designated ESE, ESOL or have a 504 plan. 90% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort.

G1.B1.S1 Infuse a culture of excellence that promotes a safe and caring environment for our students to make positive change.

PD Opportunity 1

Mandt System Training (de-escalation and relationship training) (Train the Trainer)

Facilitator

Sally Phipps, Mandt System

Participants

1 who will train 20

Target Dates or Schedule

January 20, 2014

Evidence of Completion

Certifications

G1.B1.S2 Emphasize reading, writing and comprehension skills in all core content areas.

PD Opportunity 1

ASCD PD Online Quick Kits for Common Core and Literacy Strategies

Facilitator

TBD

Participants

9

Target Dates or Schedule

January 2013

Evidence of Completion

Certificates of Completion

G1.B1.S3 Incorporate teacher friendly processes designed to raise student achievement.

PD Opportunity 1

aha! P20/Education Workshops: Raising Achievement with 9 Systemic Processes

Facilitator

TBD

Participants

Teachers, Behavior Specialists, Counselors, Administrators

Target Dates or Schedule

January

Evidence of Completion

Certificates of Completion

G1.B1.S4 Motivate students to improve performance (attendance, behavior, engagement in learning).

PD Opportunity 1

aha! P20/Education Workshops: Research-Based Strategies

Facilitator

TBD

Participants

Teachers, Behavior Specialists, Counselors, Administrators

Target Dates or Schedule

January

Evidence of Completion

Certificates of Completion

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By the year 2014, a minimum of 52% of students will score at achievement Level 3 or higher for Reading and Achievement Level 3.5 for Writing.	\$9,775
Total		\$9,775

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title 1 Professional Development	\$7,525	\$7,525
Title 1 Professional Development	\$2,250	\$2,250
Total	\$9,775	\$9,775

Budget Details

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

G1. By the year 2014, a minimum of 52% of students will score at achievement Level 3 or higher for Reading and Achievement Level 3.5 for Writing.

G1.B1 As of 10/31/2013, 74% of students are below proficiency in reading, 40% Level 1 and 34% Level 2. 38% of students are designated ESE, ESOL or have a 504 plan. 90% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort.

G1.B1.S1 Infuse a culture of excellence that promotes a safe and caring environment for our students to make positive change.

Action Step 1

Mandt System Training (de-escalation and relationship training) (Train the Trainer)

Resource Type

Evidence-Based Program

Resource

De-escalation and relationship training

Funding Source

Title 1 Professional Development

Amount Needed

\$2,275

G1.B1.S2 Emphasize reading, writing and comprehension skills in all core content areas.

Action Step 1

ASCD PD Online Quick Kits for Common Core and Literacy Strategies

Resource Type

Evidence-Based Program

Resource

Needs/issues/problems addressed: Achievement Gap, Alternative school students, Poverty/Title 1. Learn the 9 teacher-friendly processes that are designed to raise student achievement from applying accountability requirements and disaggregating data at the classroom level to utilizing relational learning strategies and more.

Funding Source

Title 1 Professional Development

Amount Needed

\$3,000

G1.B1.S3 Incorporate teacher friendly processes designed to raise student achievement.

Action Step 1

aha! P20/Education Workshops: Raising Achievement with 9 Systemic Processes

Resource Type

Evidence-Based Program

Resource

Needs/issues/problems addressed: Achievement Gap, Alternative school students, Poverty/Title 1. Learn the 9 teacher-friendly processes that are designed to raise student achievement from applying accountability requirements and disaggregating data at the classroom level to utilizing relational learning strategies and more.

Funding Source

Title 1 Professional Development

Amount Needed

\$2,250

G1.B1.S4 Motivate students to improve performance (attendance, behavior, engagement in learning).

Action Step 1

aha! P20/Education Workshops: Research-Based Strategies

Resource Type

Evidence-Based Program

Resource

Needs/issues/problems addressed: Poverty, Achievement gap, Response to Intervention. A teacher-friendly workshop focused on serving under-resourced students. Research-Based Strategies provides educators with hands-on techniques that help them narrow and then eliminate the achievement gap for students, but especially under-resourced students.

Funding Source

Title 1 Professional Development

Amount Needed

\$2,250