2013-2014 SCHOOL IMPROVEMENT PLAN

Royal Palm Exceptional School Center
3050 INDIAN ST
Fort Myers, FL 33916
239-337-3511
http://roy.leeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Combination School	No	*[Data Not Available]*
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	*[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.

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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
Royal Palm Exceptional School Center

Principal
Dan Perry

School Advisory Council chair
Katheline Hickey

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

Name	Title
Dan R. Perry	Principal
Robert Moretti	Assistant Principal
Winter Ward	School Counselor
Katheline M. Hickey	Literacy Coach

District-Level Information

District
Lee

Superintendent
Dr. Nancy J Graham

Date of school board approval of SIP
10/22/2013

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

Katheline Hickey, Teacher; Dan Perry, Principal; Winter Ward, School Counselor; Nelson Sanchez, Technology Specialist; Latoria Wilson, Teacher; Janet Moretti, Community Member; Vince Robak, Business Owner; Kelly Carr; Community Member; Sandrita Morant, Community Member; Claude Babineau, Parent, Angela Medina, Parent.

Involvement of the SAC in the development of the SIP

School Advisory Council (SAC) will review all school scores, including behavioral data and work on developing goals for the school improvement plan. SAC will also be involved in review of plans and progress monitoring data.

Activities of the SAC for the upcoming school year

School Advisory Council (SAC) activities will include meetings, development, and review of school improvement plan. District Advisory Committee member will return to SAC with news from the DAC. SAC activities

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

Funds will be directed to teacher training in curriculum, behavior and technology.

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
2

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

Administrator Information:

Dan Perry

Principal	Years as Administrator: 17	Years at Current School: 27

Credentials	BA, MA, ED.S Certification mentally Handicapped, Emotionally Handicapped & School Principal All Levels
Performance Record	The school is a special center school and does not receive a grade.

Robert Moretti

Asst Principal	Years as Administrator: 13	Years at Current School: 19

Credentials	BA, MA Certification in PE School Principal All Levels
Performance Record	This school is a special center school and does not receive a grade.

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Katheline M. Hickey		
Part-time / District-based	Years as Coach: 8	Years at Current School: 20

Areas	Reading/Literacy, Other
Credentials	Masters Degree in Educational Leadership BA Language Arts Certification Educational Leadership, Language Arts 6-12, Emotionally Handicapped K-12, Reading Endorsement, English for Speakers of Other Languages Endorsement
Performance Record	This school is a special center school and does not receive a grade.

Classroom Teachers

# of classroom teachers

25

 # receiving effective rating or higher

25, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

25, 100%

 # ESOL endorsed

11, 44%

 # reading endorsed

8, 32%

 # with advanced degrees

13, 52%

 # National Board Certified

0, 0%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

3, 12%

 # with 6-14 years of experience

10, 40%

 # with 15 or more years of experience

12, 48%

Education Paraprofessionals

# of paraprofessionals

26

 # Highly Qualified

26, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # 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

Strategies include working closely with the school district, providing multiple interviews with multiple candidates, following through with qualified applicants. Administration is responsible for this aspect. Retaining highly qualified staff falls on the leadership team and providing support for all teachers. Department heads are also responsible for helping with support, planning, and answering questions of their respective departments.

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

New teachers are paired up with experienced and qualified mentors who can help support in all areas of instruction, planning, discussing and analyzing student data points, allowing observations and conducting modeling within their classrooms.

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 MTSS Problem-Solving team at Royal Palm School here meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

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

The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports.
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
• Facilitate implementation of the MTSS problem-solving process in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
• MTSS Team facilitators
• Schedule and attend MTSS Team meetings
• Maintain log of all students involved in the MTSS process
• Send parent invites
• Complete necessary MTSS forms
• Conduct social-developmental history interviews when requested
School Psychologist
• Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding intensive interventions
• Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
• Consult with MTSS Team
• Provide staff trainings
Social Worker

• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments
• Provide ELL interventions at all tiers

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

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

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

Royal Palm School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

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

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Dan R. Perry	Principal
Robert Moretti	Assistant Principal
Katheline M. Hickey	Literacy Coach
Winter Ward	Counselor
Susan Rockwell	Elementary Department Head
Sandi Allbritten	Middle School Department Head
Latoria Wilson	High School Department Head

How the school-based LLT functions

The Literacy Leadership Team meets monthly to discuss and review reading initiatives, plan school-wide or department strategies for reading leadership within the departments. Teams also meet to discuss, analyze, and discuss reading scores.

Major initiatives of the LLT

The major initiatives this year will be on the new curriculum and making sure that teachers are trained and receive the support that they need. Another focus for us is that our students are being successful and their individual education plans align with their reading instruction.

A middle school initiative will be to get all of our middle school students in the accelerated reading program.

Every Teacher Contributes to Reading Instruction

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

The Literacy Leadership Team, comprised of a cross section of faculty, help grow department wide literacy strategies across all disciplines in all classrooms.
Teacher evaluations include a provision for teaching reading strategies to students;
Each teacher completes one Comprehensive Instructional Sequence (CIS) reading module per quarter.
Classroom walkthroughs and analysis of lesson plans from administration.
Library and media attendance.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

College and Career Readiness

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

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

Departments work together to provide cohesiveness within the coursework. Teachers have common planning periods and strive to provide relevance and relationships between subject matter.

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

Students in this school all have an Individual Education Plan (IEP) with transition planning. Teachers develop with the students transition plans and course of study during the education planning, involving students, parents, guardians and interested parties. Students 14 years of age and older also have the opportunity to be involved in a program that provides on the job training.

Strategies for improving student readiness for the public postsecondary level

Students in this school all have an Individual Education Plan (IEP) with transition planning. Teachers develop with the students transition plans and course of study during the education planning, involving students, parents, guardians and interested parties. Students 14 years of age and older alos have the opportunity to be involved in a program that provides on the job training.

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%	2%	No	35%
American Indian				
Asian				
Black/African American	33%	0%	No	39%
Hispanic		0%		
White	26%	6%	No	33%
English language learners		0%		
Students with disabilities	28%	2%	No	35%
Economically disadvantaged	28%	1%	No	36%

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]*		35%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		5%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		23%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		73%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	28	20%	30%
Students in lowest 25% making learning gains (FCAT 2.0)	18	56%	60%

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]*		100%
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]*		10%
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]*		10%

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.			

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	*[data excluded for privacy reasons]*		10%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		10%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	31%		No	38%
American Indian				
Asian				
Black/African American	35%		No	42%
Hispanic				
White	29%		No	36%
English language learners				
Students with disabilities	31%		No	38%
Economically disadvantaged	33%		No	39%

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]*		10%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	26	33%	43%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	19	60%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%
Middle school performance on high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%

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	31%	5%	No	38%
American Indian		0%		
Asian		0%		
Black/African American	35%	4%	No	42%
Hispanic		22%		
White	29%	2%	No	36%
English language learners		0%		
Students with disabilities	31%	5%	No	38%
Economically disadvantaged	33%	5%	No	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		73%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		35%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	23	16%	23%
Students in lowest 25% making learning gains (EOC)	15	83%	87%

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.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		5%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		5%

Florida Alternate Assessment (FAA)

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

Middle School Science

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]*		5%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		5%

Florida Alternate Assessment (FAA)

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

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]*		5%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		5%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		10%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

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)	0		0
Participation in STEM-related experiences provided for students	0	0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	6	12%	17%
Students retained, pursuant to s. 1008.25, F.S.	5	12%	10%
Students who are not proficient in reading by third grade	4	100%	90%
Students who receive two or more behavior referrals	6	12%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	27%	17%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	6	21%	11%
Students who fail a mathematics course	1	17%	10%
Students who fail an English Language Arts course	6	21%	11%
Students who fail two or more courses in any subject	10	34%	24%
Students who receive two or more behavior referrals	6	21%	11%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	16	55%	45%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	10	40%	30%
Students in ninth grade with one or more absences within the first 20 days	5	38%	28%
Students in ninth grade who fail two or more courses in any subject	3	12%	10%
Students with grade point average less than 2.0	10	40%	30%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	10	40%	30%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	18	72%	62%

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)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

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

Parental involvement targets for the school

Increase use of Parent Link to keep parents informed on school information and news

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Send home 3 parent link messages a month	0	0%	30%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- Writing
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Increase teacher training opportunities - pay stipends from Title 2
- Teachers support each other during any common planning times
- District support with professional development
- Adminstration feedback during conferencing
- Coaching in the classroom and embedded professional development
- District provided database - performance matters -

Targeted Barriers to Achieving the Goal

- Too many initiatives at one time
- Teachers not yet all trained in new curriculm
- Students pulled out of classroom for speech, counseling, occupational thereapies

Plan to Monitor Progress Toward the Goal

lesson plans

Person or Persons Responsible
Administration

Target Dates or Schedule:
weekly monitoring

Evidence of Completion:
implementation of training strategies

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Too many initiatives at one time

G1.B1.S1 Provide teachers in-school support and training options.

Action Step 1

and obtain information relating to new curriculum initiatives

Person or Persons Responsible

Department heads and contact staff

Target Dates or Schedule

will attend monthly trainings and meetings related to instruction and share with staff

Evidence of Completion

Agendas and training notes

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

will determine teacher needs

Person or Persons Responsible

Department Heads and contacts

Target Dates or Schedule

on monthly basis

Evidence of Completion

and provide support

Plan to Monitor Effectiveness of G1.B1.S1

to determine needs of staff with new curriculum

Person or Persons Responsible

Administration

Target Dates or Schedule

will meet with department heads and contacts

Evidence of Completion

meeting agendas

G1.B4 Teachers not yet all trained in new curriculm

G1.B4.S1 Provide training incentive to teachers - pay stipend to attend training for new curriculum

Action Step 1

Teachers take new curriculum training

Person or Persons Responsible

Administration announces training plan -

Target Dates or Schedule

Beginning of school year

Evidence of Completion

Print out from PeopleSoft - demonstrating completion of class

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Number of teachers taking training

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning, middle of school year

Evidence of Completion

Check off list of teachers trained in new curriculum - either embedded instruction or class

Plan to Monitor Effectiveness of G1.B4.S1

will look for strategies used in curriculum

Person or Persons Responsible

Administration

Target Dates or Schedule

Walkthroughs and lesson plans

Evidence of Completion

as evidenced in lesson plans and walkthrough data

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.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide by focusing on teaching and learning.	$3,000
	Total	$3,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title 2	$3,000	$3,000
Total	$3,000	$3,000

Budget Details

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B4 Teachers not yet all trained in new curriculm

G1.B4.S1 Provide training incentive to teachers - pay stipend to attend training for new curriculum

Action Step 1

Teachers take new curriculum training

Resource Type

Evidence-Based Program

Resource

Provide training and pay teachers for their time outside of the classroom

Funding Source

Title 2

Amount Needed

$3,000