

## 2013-2014 SCHOOL IMPROVEMENT PLAN

South Sumter High School  
706 N MAIN ST  
Bushnell, FL 33513  
352-793-3131

### School Demographics

<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 65%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 25%

### School Grades History

<b>2013-14</b> B	<b>2012-13</b> B	<b>2011-12</b> B	<b>2010-11</b> 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

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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

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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

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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

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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

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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

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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

South Sumter High School

##### Principal

Preston Morgan

##### School Advisory Council chair

Roy Mitchell

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

Name	Title
Preston Morgan	Principal
Larry Woodward	Assistant Principal
Joel Camp	Assistant Principal
Jacqueline Jones	Guidance Counselor
Mona Oliver	Guidance Counselor
Marilyn Noe	Guidance Counselor
Inman Sherman	Curriculum Specialist
Melissa Simmons	Reading Coach/Department Chair
Kay Moreland	Media Speicalist
Karen Ray	Science Department Chair
Doreen Oswald	Math Department Chair
Tim Edwards	CTE Department Chair
Barbara Didjurgis	English Department Chair
Jean Tuttle	ESE Department Chair
Steven Sylvester	Social Studies Department Chair
Evelyn Weber	Assistant Principal, Intern

#### District-Level Information

##### District

Sumter

##### Superintendent

Mr. Richard A Shirley

##### Date of school board approval of SIP

10/8/2013

### School Advisory Council (SAC)

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

### **Membership of the SAC**

The majority of the SAC members are not employed by the school district. It is composed of the principal and an appropriately balanced number of teachers, support employees, students, parents and business/community members representative of the ethnic, racial, and economic community served by the school.  
Chairperson-Roy Mitchell  
Secretary-Kay Moreland

### **Involvement of the SAC in the development of the SIP**

The SAC was asked to review the school improvement plan during the spring. Then voted to approve the plan for presentation in May. This fall the SAC voted for the final submission of this plan after reviewing it during a meeting.

### **Activities of the SAC for the upcoming school year**

Promote school literacy.  
Review school policies.

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

We have no allocated funds.

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

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

### **Administrators**

#### **# of administrators**

3

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

<b>Preston Morgan</b>		
Principal	Years as Administrator: 25	Years at Current School: 10
<b>Credentials</b>	Ph.D. in Educational Leadership MA in Educational Leadership BA in Business Administration	
<b>Performance Record</b>	2010-2011 B - AYP not met (82%) 2009-2010 A - AYP not met (92%) 2008-2009 C - AYP not met (90%) 2007-2008 A - AYP not met (95%) 2006-2007- C AYP not met (82%) 2005-2006 – C AYP not met (85%) 2004-2005 – C AYP not met (80%) 2003-2004 – C AYP not met (83%)	

<b>Joel Camp</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
<b>Credentials</b>	M Ed Educational Leadership BS Agriculture	
<b>Performance Record</b>	2010-2011 B - AYP not met (82%)	

<b>Larry Woodward</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
<b>Credentials</b>	M Ed Educational Leadership MS Human Resource Management BA Business Administration	
<b>Performance Record</b>		

**Instructional Coaches**

<b># of instructional coaches</b>	1
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b>Instructional Coach Information:</b>	

<b>Melissa Simmons</b>		
Full-time / School-based	Years as Coach: 4	Years at Current School: 4
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	BA Psychology M.Ed. Educational Foundations Reading Certification, ESE K-12, ESOL Endorsed	
<b>Performance Record</b>	2011-2012 2010-2011 AYP not met (82%) 47% proficient 55% total learning gains 44% lowest quartile learning gains	

**Classroom Teachers**

<b># of classroom teachers</b>	71
<b># receiving effective rating or higher</b>	59, 83%
<b># Highly Qualified Teachers</b>	0%
<b># certified in-field</b>	64, 90%
<b># ESOL endorsed</b>	11, 15%
<b># reading endorsed</b>	7, 10%
<b># with advanced degrees</b>	22, 31%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	1, 1%
<b># with 1-5 years of experience</b>	17, 24%
<b># with 6-14 years of experience</b>	28, 39%
<b># with 15 or more years of experience</b>	35, 49%

**Education Paraprofessionals**



**# of paraprofessionals**

15

**# Highly Qualified**

15, 100%

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

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

1. Online application-Lisa Whitman
2. Teacher to teacher-Lisa Whitman
3. Certification checks prior to hiring-Principal
4. In field/highly qualified checks-Principal
5. Teacher induction program-Lisa Whitman
6. Teacher mentoring program-Principal

**Teacher Mentoring Program/Plan**

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

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

Mentor is Emily Keeler and her assigned mentee is Charlie Breen. She was paired with Charlie because of her experience and knowledge about the instructional process. They will cooperatively complete the district approved mentoring notebook. Mr.Breen is required to turn this notebook into the district.

**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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system

to bring out the best in our schools, our teachers, and in our students?

The team meets weekly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and

classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting

benchmarks. Based on the above information, the team will identify professional development and

resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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

In order to initiate the RTI process there must be a referral form completed by a school professional, usually the teacher's student. The school-based Rtl Leadership team meets with the student's teachers to review intervention the need for intervention. Data collection is done to determine what the problem is and the cause(s) of the problem. Once the problem is identified then research based intervention strategies are discussed to determine the best fit for the student. The general education teacher provides information about core instruction, participates in data collection, delivers Tier 1 instruction/interventions, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2 and 3 activities. The exceptional education teacher participates in student data collection, integrates core instructional activities and materials into the Tier 3 instruction and collaborates with general education teachers on instruction. The Rtl Leadership Team collects progress monitoring data from the general education teachers and meets to review school wide and class academic and behavioral data. The team uses current data and problem solving to effect needed academic or behavioral changes at the class/school level.

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

Members of the MTSS team are responsible for development of the school improvement plan (SIP), The MTSS team reviews data, determines what the problem is, predicts the barriers that exists to create the problem areas and research best practices to address the perceived barriers and implements strategies to improve students in the academics as well as behavior realms.

### **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**

The school data management system, AS400 is utilized to access student data. Data can be reported by gender, race, and type of referral. For the academic areas there are numerous data sources available to track the academic achievement of the students: Achieve 3000; Performance Matters; Discovery Education Assessments; FOCUS-benchmark assessments; and behavioral issues are tracked using AS400 and RTIB. Schools also have access to DATA STAR data management system for Progress Monitoring Plans and Individual Education Plans. The Agile Minds program is being used with Algebra 1A/1B students to help provide data for placement as well.

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

The school based administrator is responsible for training the MTSS team as well as the faculty and staff. The staff at South Sumter High School will be trained on how the MTSS process works and how to refer a student to the process through district training. Additional support and reinforcement will be offered on site through faculty meetings and professional learning communities. The school based administrator will input data into the performance matters data base. the data will be used to support and give extra data for MTSS to use in other programs. Data to be input relates to MTSS and attendance.

## **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:** 2,400

We provide additional time for struggling students in reading and math as identified by their test scores. We target the students in need of intensive strategies.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

We complete a district developed spreadsheet that includes all of the students that attended. We include previous test scores and scores after attending the program.

**Who is responsible for monitoring implementation of this strategy?**

After school program coordinator gathers all of this data for submission to the district.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Larry Woodward	Assistant Principal
Inman Sherman	Curriculum Coordinator
Melissa Simmons	Reading Coach
Amy Fussell	Reading Teacher
Karen Ray	Science Department Chair
Jean Tuttle	ESE Department Chair
Danielle Stewart	Social Studies Teacher
Ty Lawrence	P.E. Teacher
Janice Girard	Math Teacher

**How the school-based LLT functions**

The South Sumter High School Literacy Leadership Team is comprised of teachers from different content areas (Language Arts, Math, Science, Social Studies and Vocations), as well as administration, Media Specialist, Curriculum Specialist and Reading Coach. The team meets quarterly and members plan student activities and in-service trainings to promote reading, writing, and vocabulary enrichment across the curriculum. Initiatives were determined by a staff needs assessment survey distributed at the end of the last school year. Meeting dates and times will be: August 16, September 13, October 4, November 8, December 13, January 10, February 14, March 7, April 11, and May 9.

## Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team are: School-wide root word study; Content Area Reading Strategy of the month; improve classroom libraries; quarterly Book Fairs; Word of the Week; Reading Skill of the Month; Extended Reading Passages (Achieve 3000); Critical Reading Skills for Content Area Subjects; Literacy Week Activities; Content Area Book Studies; Caught Reading tickets and ongoing professional development of teachers to implement Reading strategies in all content areas.

## Every Teacher Contributes to Reading Instruction

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

The Reading Coach, Melissa Simmons, works with all teachers on the Common Core State Standards and Content Area Reading Strategies providing professional development in these areas. She presents numerous training opportunities during faculty meetings to assist all teachers with incorporating reading strategies in all subject areas. The reading coach also sends out a quarterly newsletter "The Reading Raider" summarizing the latest research on reading strategies and provides a related graphic organizer for teachers to incorporate into their lessons. All lesson plans must have documented Learning Focused Strategies, which are proven effective strategies used to increase comprehension. Each teacher's Professional Practice Plan must correlate with goals in the School Improvement Plan, which Reading is a large focus. Weekly classroom walkthroughs are conducted by administration to monitor the classroom implementation of content area reading strategies and vocabulary activities. And finally, the county level reading curriculum specialist does periodic classroom walkthroughs to monitor fidelity of implementation of the content area reading strategies. Common Core Literacy Standards are mapped with social studies, science, and technical subjects.

## 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

South Sumter High School offers a wide range of classes within the master schedule. The Guidance department works with individual students in scheduling classes that are relevant to each individual student. The Learning Focused Curriculum Maps for each subject are designed to end each unit with a culminating project. This project should be a relevant, real-world issue that the student uses the knowledge learned in the unit to solve the problem. SSHS offers 3 different academies: Medical Careers (MeCA); Early Childhood Education (Tiny Tots), and Agri-Science Academy (A2). Two areas of study are also offered Criminal Justice and Business.

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

South Sumter High School offers career planning courses as well as several different academies. The academies offered (Medical Career, Agri-science and Child Care Academies) are all CAPE accredited. We also offer Criminal Justice and Business programs that are waiting on industry certification to be considered for academy status. With the assistance from the guidance department, each student can be scheduled in any of these academies to find a relevant course of study for each student. The school also offers job shadowing opportunities to allow the students to make informed decisions about future career choices. The Exceptional Student program offers career preparation and career experience in the transition courses for students with disabilities. Guidance counselors review course plans with students each year to support meaningful course and program selection maximizing opportunities for scholarships, articulated college credit, acceleration, and industry certification.

### **Strategies for improving student readiness for the public postsecondary level**

South Sumter High School is committed to improving student readiness for the public post-secondary level in the following pre-graduate indicators: 1) percent of students who completed at least one AP, IB, AICE or dual enrollment course; 2) South Sumter High Schools had 49% of students who completed at least one AP or dual enrollment course. Counselors will meet with academically able students and strongly encourage them to enroll in Advance Placement (AP) or dual enrollment courses. Our AVID program has been expanded to 100 students in 9th and 10th grade.

## 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	61%	54%	No	65%
American Indian				
Asian				
Black/African American	42%	21%	No	48%
Hispanic	49%	30%	No	54%
White	66%	62%	No	69%
English language learners	23%	14%	No	30%
Students with disabilities	34%	21%	No	41%
Economically disadvantaged	56%	47%	No	60%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	130	24%	30%
Students scoring at or above Achievement Level 4	151	28%	35%

#### 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>	25%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	55%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	300	62%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	281	58%	65%

**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)	20	87%	88%
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]		15%
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]		35%

**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.	121	61%	75%

**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	154	57%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		55%

**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	57%	61%	Yes	61%
American Indian				
Asian				
Black/African American	48%	37%	No	53%
Hispanic	48%	53%	Yes	54%
White	59%	66%	Yes	63%
English language learners	38%	40%	Yes	44%
Students with disabilities	31%	34%	Yes	38%
Economically disadvantaged	53%	56%	Yes	57%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		35%
Students scoring at or above Level 7	[data excluded for privacy reasons]		45%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	295	64%	69%
Students in lowest 25% making learning gains (EOC)	83	53%	58%

**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.	99	50%	60%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	41%	42%
Students scoring at or above Achievement Level 4	32	15%	28%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	35%	35%
Students scoring at or above Achievement Level 4	51	23%	32%

**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]		55%
Students scoring at or above Level 7	[data excluded for privacy reasons]		55%



**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	108	37%	40%
Students scoring at or above Achievement Level 4	52	19%	29%

**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)	5		10
Participation in STEM-related experiences provided for students	248	24%	30%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	53	5%	10%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	22	42%	45%
CTE-STEM program concentrators	0		50
Students taking CTE-STEM industry certification exams	0	0%	50%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	50%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	669	65%	70%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	8	1%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	66	10%	13%
Passing rate (%) for students who take CTE industry certification exams		85%	90%
CTE program concentrators	0	0%	10%
CTE teachers holding appropriate industry certifications	8	80%	90%

## 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	108	11%	8%
Students in ninth grade with one or more absences within the first 20 days	56	20%	15%
Students in ninth grade who fail two or more courses in any subject	31	11%	8%
Students with grade point average less than 2.0	85	8%	5%
Students who fail to progress on-time to tenth grade	16	6%	3%
Students who receive two or more behavior referrals	108	11%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	58	6%	3%

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	30	2%	1%
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)	197	77%	85%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	32	59%	65%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	208	75%	82%

## 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

Involve more parents in the use of the school website and the Parent View on the electronic grade book. Also to get information to parents by way of the call out system to invite and be aware of school functions and meetings.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental Use of Parent View on the electronic grade book.	308	30%	35%

## Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Increase the percentage of all students reaching Reading Proficiency (FCAT Level 3 and above) from 54% to 65%
- G2.** Increase the percentage of students making learning gains from 62% to 67% on the FCAT Reading 2014.
- G3.** Increase the percentage of students in the lowest quartile making learning gains in FCAT 2.0 from 58% to 65%.
- G4.** Increase the percentage of each student subgroups by ethnicity making proficiency in FCAT reading.
- G5.** Increase the percentage of ELL students making proficiency on FCAT 2.0.
- G6.** Increase the percentage of students proficient in reading on the CELLA to 15%.
- G7.** Increase the percentage of students proficient in Listening/Speaking on the CELLA to 88%.
- G8.** Increase the percentage of students proficient in writing on the CELLA to 35%.
- G9.** Increase the percentage of students scoring at or above level 4 in reading on the Florida Alternate Assessment.
- G10.** Increase the percentage of student scoring at a 3.5 or higher on the Florida Writes assessment from
- G11.** Increase the percentage of students achieving proficiency on Algebra EOC from 65% to 70%
- G12.** Increase the percentage of students who score at the proficiency level on the Geometry EOC to 70%
- G13.** Increase the percentage of students scoring at or above level 4 in math on the Florida Alternate Assessment.
- G14.** Increase the percentage of students who score 70% or higher on the Biology EOC.
- G15.** Increase the percentage of students scoring at or above level 4 in science on the Florida Alternate Assessment.
- G16.** Students taking the US History EOC will meet or exceed the state average in regards to the number of students scoring proficient.

- G17.** Increase the number of students taking industry certification by 5%.
- G18.** Increase the number of students who participate in AP classes.
- G19.** Decrease the number of students assigned to ISS and OSS by 10%
- G20.** Decrease the percentage of students who dropped out during the school year.
- G21.** Decrease the At- Risk Graduation Rate by 10%.
- G22.** Decrease the number of students who have excessive unexcused absences and tardies by 25%.
- G23.** Develop a process to gauge parental involvement using the hits on the school website and the number of parents using Parent View on the electronic grade book.
- G24.** Increase the number of students who are college ready.

## Goals Detail

**G1.** Increase the percentage of all students reaching Reading Proficiency (FCAT Level 3 and above) from 54% to 65%

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)

### Resources Available to Support the Goal

- Achieve 3000 FCAT Focus Discovery Education Assessment Probes Study Island Learning Focus Strategies - Flexible Groups

### Targeted Barriers to Achieving the Goal

- Low comprehension of informational texts.
- Lack of interest in non-fiction as well as practice on extended non-fiction passages.

## Plan to Monitor Progress Toward the Goal

Interpreting Data from assessments to drive instruction

### Person or Persons Responsible

Reading Coach Administration Reading Teachers

### Target Dates or Schedule:

Weekly/Annually

### Evidence of Completion:

FCAT 2.0 Reading Scores Improving

**G2.** Increase the percentage of students making learning gains from 62% to 67% on the FCAT Reading 2014.

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains)

**Resources Available to Support the Goal**

- Required 30 minutes per day of reading.
- Zine-Zone Magazine Reading Program
- Classroom Libraries/Class Novels
- Renaissance Place/Accelerated Reading
- Achieve 3000
- Study Island

**Targeted Barriers to Achieving the Goal**

- Students lack reading endurance and motivation to participate in sustained, independent reading with self-selected reading materials.

**Plan to Monitor Progress Toward the Goal**

Students reading endurance and motivation with independent reading.

**Person or Persons Responsible**

Reading Coach

**Target Dates or Schedule:**

Yearly

**Evidence of Completion:**

Increase in learning gains on FCAT 2.0

**G3.** Increase the percentage of students in the lowest quartile making learning gains in FCAT 2.0 from 58% to 65%.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)

**Resources Available to Support the Goal**

- Read 180 Curriculum
- FCAT Explorer
- Springboard Curriculum

**Targeted Barriers to Achieving the Goal**

- Students have insufficient fluency in reading.

### Plan to Monitor Progress Toward the Goal

Students in the lowest reading quartile making learning gains.

**Person or Persons Responsible**

Reading Teachers Reading Coach Administration

**Target Dates or Schedule:**

Yearly

**Evidence of Completion:**

Scores on FCAT 2.0

### G4. Increase the percentage of each student subgroups by ethnicity making proficiency in FCAT reading.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

**Resources Available to Support the Goal**

- Achieve 3000
- Renaissance Place
- Study Island
- FCAT Focus

**Targeted Barriers to Achieving the Goal**

- Students don't generalize learned reading strategies.

### Plan to Monitor Progress Toward the Goal

Discovery Education Assessments

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule:**

Three Times during course

**Evidence of Completion:**

Discovery Education Assessment scores FCAT 2.0 scores

**G5. Increase the percentage of ELL students making proficiency on FCAT 2.0.**

**Targets Supported**

- Reading (FAA, CELLA)

**Resources Available to Support the Goal**

- Learning Focused Solutions
- Extended Reading Passages
- Achieve 3000

**Targeted Barriers to Achieving the Goal**

- Students lack the ability to comprehend informational texts, technical writings, and non-fiction.

**Plan to Monitor Progress Toward the Goal**

ELL students will become proficient in reading

**Person or Persons Responsible**

Reading Teachers Reading Coach

**Target Dates or Schedule:**

Yearly

**Evidence of Completion:**

FCAT 2.0 scores

**G6. Increase the percentage of students proficient in reading on the CELLA to 15%.**

**Targets Supported**

**Resources Available to Support the Goal**

- Rosetta Stone Program
- Zine-Zone Program

**Targeted Barriers to Achieving the Goal**

- Lack of Materials

**Plan to Monitor Progress Toward the Goal**

CELLA Reading

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Yearly

**Evidence of Completion:**

CELLA Reading Scores



**G7. Increase the percentage of students proficient in Listening/Speaking on the CELLA to 88%.**

**Targets Supported**

**Resources Available to Support the Goal**

- Rosetta Stone Program

**Targeted Barriers to Achieving the Goal**

- Lack of English being spoken at home.

**Plan to Monitor Progress Toward the Goal**

Increase the percentage of students proficient in Listening/Speaking on the CELLA

**Person or Persons Responsible**

Classroom Teachers Administration

**Target Dates or Schedule:**

Yearly

**Evidence of Completion:**

Scores on CELLA in Listening/Speaking

**G8. Increase the percentage of students proficient in writing on the CELLA to 35%.**

**Targets Supported**

**Resources Available to Support the Goal**

- Rosetta Stone Program
- Writing to Learn Program

**Targeted Barriers to Achieving the Goal**

- Lack in confidence in writing in English

**Plan to Monitor Progress Toward the Goal**

CELLA Writing

**Person or Persons Responsible**

ELA Teachers Administration

**Target Dates or Schedule:**

Yearly

**Evidence of Completion:**

CELLA writing scores

**G9. Increase the percentage of students scoring at or above level 4 in reading on the Florida Alternate Assessment.**

**Targets Supported**

**Resources Available to Support the Goal**

- Learning Focused Solutions
- Vocabulary Strategies
- Word Walls

**Targeted Barriers to Achieving the Goal**

- Students lack vocabulary skill sets.

**Plan to Monitor Progress Toward the Goal**

Improvement of vocabulary skills

**Person or Persons Responsible**

ESE Reading Teachers Administration

**Target Dates or Schedule:**

Weekly/Monthly

**Evidence of Completion:**

Formative Assessments

**G10. Increase the percentage of student scoring at a 3.5 or higher on the Florida Writes assessment from**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Core Solutions

**Targeted Barriers to Achieving the Goal**

- Students lack the ability to write a 5 paragraph essay.

**Plan to Monitor Progress Toward the Goal**

FCAT Writes Essays

**Person or Persons Responsible**

ELA Teachers Administraton

**Target Dates or Schedule:**

Yearly

**Evidence of Completion:**

FCAT Writes Scores

**G11. Increase the percentage of students achieving proficiency on Algebra EOC from 65% to 70%**

**Targets Supported**

- Math ()
- Algebra 1 EOC

**Resources Available to Support the Goal**

- C-Palms Computer Software
- Algebra Nation
- Agile Minds
- Holt McDougal Math Series

**Targeted Barriers to Achieving the Goal**

- End of Course exams being computer based.

**Plan to Monitor Progress Toward the Goal**

Algebra EOC

**Person or Persons Responsible**

Math Teachers Administration

**Target Dates or Schedule:**

Testing Dates

**Evidence of Completion:**

Algebra EOC test scores

**G12. Increase the percentage of students who score at the proficiency level on the Geometry EOC to 70%**

**Targets Supported**

- Geometry EOC

**Resources Available to Support the Goal**

- Holt McDougal Math Series
- C-Palms

**Targeted Barriers to Achieving the Goal**

- Students have difficulty mastering mathematic concepts

## Plan to Monitor Progress Toward the Goal

Formative Assessments

**Person or Persons Responsible**

Math Teachers

**Target Dates or Schedule:**

Based on unit end

**Evidence of Completion:**

Geometry EOC scores

**G13.** Increase the percentage of students scoring at or above level 4 in math on the Florida Alternate Assessment.

**Targets Supported**

**Resources Available to Support the Goal**

- Learning Focused Solutions Strategies
- Word Walls
- Learning Focused Solutions Strategies
- Word Walls

**Targeted Barriers to Achieving the Goal**

- Students need additional accommodations to process information

## Plan to Monitor Progress Toward the Goal

Students scoring at or above level 4 in math on the FAA

**Person or Persons Responsible**

Administration ESE Teachers

**Target Dates or Schedule:**

Yearly

**Evidence of Completion:**

Scores from the FAA

**G14. Increase the percentage of students who score 70% or higher on the Biology EOC.**

**Targets Supported**

- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- Achieve 3000
- Lab Probes
- Study Island
- Discovery Science

**Targeted Barriers to Achieving the Goal**

- Students have difficulty with content area reading comprehension

**Plan to Monitor Progress Toward the Goal**

Students scoring 70% or higher on the Biology EOC

**Person or Persons Responsible**

Science Teachers Administration

**Target Dates or Schedule:**

Yearly

**Evidence of Completion:**

Scores on the Biology EOC

**G15. Increase the percentage of students scoring at or above level 4 in science on the Florida Alternate Assessment.**

**Targets Supported**

- Science
- Science - High School

**Resources Available to Support the Goal**

- Learning Focused Solution Strategies
- Learning Focused Solution Strategies

**Targeted Barriers to Achieving the Goal**

- Students have difficulty with academic vocabulary

## Plan to Monitor Progress Toward the Goal

Students are understanding academic vocabulary

### Person or Persons Responsible

ESE Teachers

### Target Dates or Schedule:

Yearly

### Evidence of Completion:

Scores from the Florida Alternate Assessment

**G16.** Students taking the US History EOC will meet or exceed the state average in regards to the number of students scoring proficient.

### Targets Supported

- Social Studies
- U.S. History EOC

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

- Questions on the EOC are at a higher complexity than most students are accustomed to.

## Plan to Monitor Progress Toward the Goal

Students will increase EOC scores

### Person or Persons Responsible

US History Teachers Administration

### Target Dates or Schedule:

Yearly

### Evidence of Completion:

EOC US History scores are released

**G17.** Increase the number of students taking industry certification by 5%.

### Targets Supported

- CTE

### Resources Available to Support the Goal

- CDS Childhood Development Services State mandated Modules
- Council For Professional Recognition "Essentials Training Guide"

### Targeted Barriers to Achieving the Goal

- Lack of student knowledge
- Testing Time - After school

### Plan to Monitor Progress Toward the Goal

Number of students taking industry certification

**Person or Persons Responsible**

CTE Teachers

**Target Dates or Schedule:**

Yearly

**Evidence of Completion:**

Student List of CAPE Registration

### G18. Increase the number of students who participate in AP classes.

**Targets Supported**

- STEM
- STEM - High School

**Resources Available to Support the Goal**

- Curriculum Training at Energy Concepts
- Technical advice and Training Opportunities from Agristarts, Inc.
- Ag Biotech and Biomed Training at UF Center of Excellence for Regenerative Health
- MyCaert - Online

**Targeted Barriers to Achieving the Goal**

- Lack of student awareness and/or motivation.

### Plan to Monitor Progress Toward the Goal

Percentage of students who take AP finals

**Person or Persons Responsible**

Administration AP Teachers

**Target Dates or Schedule:**

Yearly

**Evidence of Completion:**

Reporting AP Final scores

**G19. Decrease the number of students assigned to ISS and OSS by 10%**

**Targets Supported**

- EWS - High School

**Resources Available to Support the Goal**

- AS400 Computer System
- RtI Problem Solving for Behavior Database.

**Targeted Barriers to Achieving the Goal**

- Students unaware of school policies and procedures.

**Plan to Monitor Progress Toward the Goal**

Fewer Discipline Referrals

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Throughout the school year

**Evidence of Completion:**

Decreased number of students assigned to ISS and OSS

**G20. Decrease the percentage of students who dropped out during the school year.**

**Targets Supported**

- EWS - Graduation

**Resources Available to Support the Goal**

- Dropout Reports

**Targeted Barriers to Achieving the Goal**

- Students are not feeling connected to the school.

**Plan to Monitor Progress Toward the Goal**

Decreased number of students who drop out of school

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Yearly

**Evidence of Completion:**

Percentage of Students on the Drop Out List



**G21. Decrease the At- Risk Graduation Rate by 10%.**

**Targets Supported**

- EWS
- EWS - High School
- EWS - Graduation

**Resources Available to Support the Goal**

- Credit Recovery Classes

**Targeted Barriers to Achieving the Goal**

- Lack of credit attainment

**Plan to Monitor Progress Toward the Goal**

Student will graduate on time with correct number of credits

**Person or Persons Responsible**

Guidance Counselors Administration

**Target Dates or Schedule:**

Yearly

**Evidence of Completion:**

List of students graduating and Promotion letters

**G22. Decrease the number of students who have excessive unexcused absences and tardies by 25%.**

**Targets Supported**

- EWS - High School

**Resources Available to Support the Goal**

- AS 400 Computer System

**Targeted Barriers to Achieving the Goal**

- Student Motivation

**Plan to Monitor Progress Toward the Goal**

Number of students with unexcused absences and tardies reduced

**Person or Persons Responsible**

Attendance Clerk Administration

**Target Dates or Schedule:**

End of Year

**Evidence of Completion:**

Report to County Office with percentage of students unexcused absences and tardies

**G23.** Develop a process to gauge parental involvement using the hits on the school website and the number of parents using Parent View on the electronic grade book.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- School Web-Site
- Electronic Grade Book

**Targeted Barriers to Achieving the Goal**

- Parents being aware of web-site and receiving Parent View Password for access to electronic grade book.

**Plan to Monitor Progress Toward the Goal**

More access of grade book and school web-site by parents

**Person or Persons Responsible**

Administration Web-Site Coordinator

**Target Dates or Schedule:**

Annually

**Evidence of Completion:**

Increased number of hits for web-site and parent signature sheets.

**G24.** Increase the number of students who are college ready.

**Targets Supported**

- Additional Targets

**Resources Available to Support the Goal**

- College Fair
- AP Classes
- School Wide SAT Test

**Targeted Barriers to Achieving the Goal**

- Students not being ready for college courses

**Plan to Monitor Progress Toward the Goal**

Increased percentage of students who are college ready

**Person or Persons Responsible**

Classroom Teachers Administration Guidance Counselors

**Target Dates or Schedule:**

Yearly

**Evidence of Completion:**

Passing scores on college ready assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the percentage of all students reaching Reading Proficiency (FCAT Level 3 and above) from 54% to 65%

**G1.B1** Low comprehension of informational texts.

**G1.B1.S1** Achieve 3000 will be mandatory each week for all reading classes. Reading teachers will use the program in flexible groups in class and in reading lab (2 times each week.)

#### Action Step 1

Achieve 3000 Activity Reports DEA Assessments FCAT Focus Assessments

#### Person or Persons Responsible

Reading Teachers

#### Target Dates or Schedule

Two times each week

#### Evidence of Completion

Passing Scores from FCAT Focus Assessments, Achieve 3000 Activity Reports and Discovery Education Assessments.

#### Facilitator:

Reading Coach

#### Participants:

Reading Department Teachers

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

Monitoring Reading Plan

#### Person or Persons Responsible

Reading Coach

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Weekly Report of Articles Completed

### Plan to Monitor Effectiveness of G1.B1.S1

Strategies for improving student success with grade level informational text.

#### Person or Persons Responsible

Reading Coach Administration Reading Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Achieve 3000 Reports FCAT 2.0 Reading Assessment DEA Assessment FCAT Focus Scores

### G2. Increase the percentage of students making learning gains from 62% to 67% on the FCAT Reading 2014.

**G2.B1** Students lack reading endurance and motivation to participate in sustained, independent reading with self-selected reading materials.

#### G2.B1.S1 Zine-Zone Magazine Reading Program

##### Action Step 1

Collect magazines to place in classrooms.

#### Person or Persons Responsible

Reading Coach

#### Target Dates or Schedule

on a monthly basis

#### Evidence of Completion

Reading Logs

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

Sign out of classroom sets of magazines

#### Person or Persons Responsible

Reading Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Magazine sign out sheets

### Plan to Monitor Effectiveness of G2.B1.S1

Number of magazines checked out per student

**Person or Persons Responsible**

Reading Coach Reading Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Magazine Reading Logs

**G3.** Increase the percentage of students in the lowest quartile making learning gains in FCAT 2.0 from 58% to 65%.

**G3.B1** Students have insufficient fluency in reading.

**G3.B1.S1** Required 30 minutes per day of sustained reading time in all intensive reading classes.

**Action Step 1**

Provide students with 30 minutes of sustained reading time.

**Person or Persons Responsible**

Reading Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Improved fluency in reading.

**Action Step 2**

Provide students with 30 minutes of sustained reading time.

**Person or Persons Responsible**

Reading Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Improved fluency in reading.

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

Time provided for sustained reading

**Person or Persons Responsible**

Reading Coach Administration

**Target Dates or Schedule**

During Planning Schedule

**Evidence of Completion**

Lesson Plans

### Plan to Monitor Effectiveness of G3.B1.S1

Fluency in reading will increase.

**Person or Persons Responsible**

Reading Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Performance on Reading Assessments

**G4.** Increase the percentage of each student subgroups by ethnicity making proficiency in FCAT reading.

**G4.B2** Students don't generalize learned reading strategies.

**G4.B2.S1** Use Learning Focused Strategies.

**Action Step 1**

Continue to incorporate LFS strategies in all classes

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson Plans

**Facilitator:**

District LFS Instructors

**Participants:**

Classroom Teachers

**Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Evidence of LFS strategies in classrooms (graphic organizers, cooperative learning, summarization)

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Classroom Walkthroughs

### Plan to Monitor Effectiveness of G4.B2.S1

PLC Data Chats of the effectiveness of LFS Strategies

**Person or Persons Responsible**

Classroom Teachers Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Data from reading assessments

**G5.** Increase the percentage of ELL students making proficiency on FCAT 2.0.

**G5.B1** Students lack the ability to comprehend informational texts, technical writings, and non-fiction.

**G5.B1.S1** Use on-grade level passages to familiarize students with more difficult materials.

**Action Step 1**

Provide passages containing difficult materials.

**Person or Persons Responsible**

Reading Teachers Reading Coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Achieve 3000 Reports

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

Weekly Article Averages Reports Monitoring Plan

**Person or Persons Responsible**

Reading Coach Reading Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Average Score Report



### Plan to Monitor Effectiveness of G5.B1.S1

Strategies for improving student success with grade level non-fiction reading materials

#### Person or Persons Responsible

Reading Coach Administration Reading Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Achieve 3000 Reports

**G6.** Increase the percentage of students proficient in reading on the CELLA to 15%.

### G6.B1 Lack of Materials

**G6.B1.S1** Establish a schedule to include time for reading and documenting magazines

#### Action Step 1

Implement the Zine-Zone Program

#### Person or Persons Responsible

Reading Coach

#### Target Dates or Schedule

Beginning of the school year

#### Evidence of Completion

Documentation of Magazines in Classrooms

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

Reading Logs for magazines

#### Person or Persons Responsible

Reading Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Documentation on reading logs

### Plan to Monitor Effectiveness of G6.B1.S1

Essays written for two articles from magazines

#### Person or Persons Responsible

Reading Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Two papers that are written

**G7.** Increase the percentage of students proficient in Listening/Speaking on the CELLA to 88%.

**G7.B1** Lack of English being spoken at home.

**G7.B1.S1** Use of Rosetta Stone Program for practice of language.

#### Action Step 1

ELL students practicing English in conversations.

#### Person or Persons Responsible

ELA Teachers

#### Target Dates or Schedule

During Class Time

#### Evidence of Completion

CELLA score in Listening/Speaking.

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

The use of the Rosetta Stone Language program.

#### Person or Persons Responsible

Classroom Teachers

#### Target Dates or Schedule

As Available

#### Evidence of Completion

Increased language skills of ELL students.

### Plan to Monitor Effectiveness of G7.B1.S1

Increased fluency in the English language for ELL students.

#### Person or Persons Responsible

Classroom Teachers

#### Target Dates or Schedule

Continuously

#### Evidence of Completion

Improved scores on the CELLA Listening/Speaking

**G8.** Increase the percentage of students proficient in writing on the CELLA to 35%.

**G8.B1** Lack in confidence in writing in English

**G8.B1.S1** Instruction in writing from the Write to Learn Program

#### Action Step 1

Writing to Learn Program

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

As scheduled

#### Evidence of Completion

Number of lessons completed

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

Strategies from Writing to Learn Program

#### Person or Persons Responsible

ELA Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Lesson Plans

## Plan to Monitor Effectiveness of G8.B1.S1

Written Essays

### Person or Persons Responsible

ELA Teachers

### Target Dates or Schedule

As scheduled

### Evidence of Completion

Scores on Essays

**G9.** Increase the percentage of students scoring at or above level 4 in reading on the Florida Alternate Assessment.

**G9.B1** Students lack vocabulary skill sets.

**G9.B1.S1** Vocabulary will be presented in a variety of ways to include root word study programs and word walls.

### Action Step 1

Ensure activities are listed in lesson plans.

#### Person or Persons Responsible

ESE Reading Teachers Administration

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Improved scores on weekly reading assignments

### Action Step 2

Ensure activities are listed in lesson plans.

#### Person or Persons Responsible

ESE Reading Teachers Administration

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Improved scores on weekly reading assignments

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

Vocabulary skills are being presented.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Data on classroom walkthroughs

### **Plan to Monitor Effectiveness of G9.B1.S1**

Vocabulary Scores will Improve

**Person or Persons Responsible**

ESE Reading Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Data of assessed skills

**G10.** Increase the percentage of student scoring at a 3.5 or higher on the Florida Writes assessment from

**G10.B1** Students lack the ability to write a 5 paragraph essay.

**G10.B1.S1** Reteach the writing process to begin writing a 5 paragraph essay.

**Action Step 1**

Create a schedule/curriculum to teach a 5 paragraph essay

**Person or Persons Responsible**

ELA Teachers

**Target Dates or Schedule**

Beginning of school year

**Evidence of Completion**

Completed Schedule/Curriculum of 5 paragraph essay

**Facilitator:**

ELA Department Chair

**Participants:**

ELA Teachers

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

Write Score to be in place for monitoring

**Person or Persons Responsible**

ELA Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Essay scores

## Plan to Monitor Effectiveness of G10.B1.S1

Teacher graded essays

### Person or Persons Responsible

ELA Teachers

### Target Dates or Schedule

As Scheduled

### Evidence of Completion

Essay Scores

**G11.** Increase the percentage of students achieving proficiency on Algebra EOC from 65% to 70%

**G11.B1** End of Course exams being computer based.

**G11.B1.S1** Textbook Formative Assessment (Technology Based)

### Action Step 1

Formative Assessments

#### Person or Persons Responsible

Math Teachers Administration

#### Target Dates or Schedule

Based on end of Units

#### Evidence of Completion

Discovery Assessment Data

#### Facilitator:

Math Department Chair

#### Participants:

Math Teachers

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

Computer Reports

**Person or Persons Responsible**

Math Department Chair Administration

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Data from Discovery Education Assessments

### Plan to Monitor Effectiveness of G11.B1.S1

PLC - Data Chats

**Person or Persons Responsible**

Math Teachers Math Department Chair Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Minutes from PLC meeting

**G12.** Increase the percentage of students who score at the proficiency level on the Geometry EOC to 70%

**G12.B1** Students have difficulty mastering mathematic concepts

**G12.B1.S1** Utilizing graphic organizers and cornell notes to help students understand and master the geometry concepts.

**Action Step 1**

Lesson Plans

**Person or Persons Responsible**

Math Teachers Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Completed lesson plans



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

Discovery Education Assessments

### **Person or Persons Responsible**

Math Teachers

### **Target Dates or Schedule**

Three times during the course

### **Evidence of Completion**

Discovery Education Assessment scores

## Plan to Monitor Effectiveness of G12.B1.S1

Study Island

### **Person or Persons Responsible**

Math Teachers

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Data from program

**G13.** Increase the percentage of students scoring at or above level 4 in math on the Florida Alternate Assessment.

**G13.B1** Students need additional accommodations to process information

**G13.B1.S2** Use of LFS Strategies in classrooms

**Action Step 1**

Continued use of LFS Strategies

**Person or Persons Responsible**

Classroom Teachers ESE Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson Plans

**Facilitator:**

ESE Department Chair

**Participants:**

ESE Teachers Inclusion Teachers

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

Use of LFS Strategies in Classrooms

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Classroom Walkthroughs

## Plan to Monitor Effectiveness of G13.B1.S2

Strategies to help students process information

### Person or Persons Responsible

Classroom Teachers

### Target Dates or Schedule

Daily

### Evidence of Completion

Lesson Plans

**G14.** Increase the percentage of students who score 70% or higher on the Biology EOC.

**G14.B1** Students have difficulty with content area reading comprehension

**G14.B1.S1** Incorporate extended reading passages used in content areas to increase students ability to understand informational and non-fiction text.

### Action Step 1

Incorporate Achieve 3000 in class time.

### Person or Persons Responsible

Science Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Lesson Plans

### Facilitator:

Science Department Chair

### Participants:

Science Teachers

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

Achieve 3000 program

**Person or Persons Responsible**

Reading Coach Science Department Chair

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Achieve 3000 Scores

### Plan to Monitor Effectiveness of G14.B1.S1

Scores on Discovery Education Assessments

**Person or Persons Responsible**

Science Teachers

**Target Dates or Schedule**

Three Times during each course

**Evidence of Completion**

Proficiency scores on the DEA

**G15.** Increase the percentage of students scoring at or above level 4 in science on the Florida Alternate Assessment.

**G15.B1** Students have difficulty with academic vocabulary

**G15.B1.S1** Incorporate LFS Strategies into curriculum

**Action Step 1**

Learning Focused Solution Strategies will be implemented in lesson plans

**Person or Persons Responsible**

ESE Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson Plans

**Facilitator:**

ESE Department Chair

**Participants:**

ESE Teachers

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

LFS are being implemented

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson Plan Reviews

## Plan to Monitor Effectiveness of G15.B1.S1

Learning Focused Solution Strategies are being incorporated in daily lessons

### Person or Persons Responsible

ESE Teachers

### Target Dates or Schedule

Daily

### Evidence of Completion

Strategies being utilized by students

**G16.** Students taking the US History EOC will meet or exceed the state average in regards to the number of students scoring proficient.

**G16.B1** Questions on the EOC are at a higher complexity than most students are accustomed to.

**G16.B1.S1** Teachers will adjust their formal assessments throughout the course to reflect this style of questioning.

### Action Step 1

Publicly released questions from EOCs produced by other states will be utilized to create these new assessments

### Person or Persons Responsible

US History Teachers

### Target Dates or Schedule

As soon as questions are released

### Evidence of Completion

New assessments used in US History

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

Adjusting/tweaking past tests to accommodate these new questions throughout the year.

#### Person or Persons Responsible

US History Teachers

#### Target Dates or Schedule

Once each grading period

#### Evidence of Completion

Scores on assessments

### Plan to Monitor Effectiveness of G16.B1.S1

Check the fidelity of higher order questions.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Once each grading period

#### Evidence of Completion

Copies of assessments

### G17. Increase the number of students taking industry certification by 5%.

#### G17.B1 Lack of student knowledge

#### G17.B1.S1 Promote advantages of holding a certification

#### Action Step 1

Promote industry certifications in class

#### Person or Persons Responsible

CTE Teachers

#### Target Dates or Schedule

Continuous

#### Evidence of Completion

Number of students enrolled

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

One on One discussions with students about industry certification.

#### Person or Persons Responsible

CTE Teachers

#### Target Dates or Schedule

2-3 Weeks prior to class time

#### Evidence of Completion

Class enrollment

### Plan to Monitor Effectiveness of G17.B1.S1

Promoting Industry Certification by identifying eligible students

#### Person or Persons Responsible

CTE Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

CAPE Registration

**G18.** Increase the number of students who participate in AP classes.

**G18.B1** Lack of student awareness and/or motivation.

**G18.B1.S1** Increase the number of AP classes offered in subjects desired by students.

#### Action Step 1

Survey students in which areas to increase AP classes

#### Person or Persons Responsible

District Coordinator School Based Administration

#### Target Dates or Schedule

Beginning of school year

#### Evidence of Completion

List of classes requested by students



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

AP classes will be offered and incorporated into school's master schedule

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Beginning of school year

#### Evidence of Completion

AP Classes listed on Master Schedule

### Plan to Monitor Effectiveness of G18.B1.S1

Increase the number of students participating in AP classes

#### Person or Persons Responsible

AP Teachers Administration

#### Target Dates or Schedule

Yearly

#### Evidence of Completion

Increased class rosters for AP Classes

### G19. Decrease the number of students assigned to ISS and OSS by 10%

#### G19.B1 Students unaware of school policies and procedures.

##### G19.B1.S1 School Policies and Procedures printed in student school planners.

#### Action Step 1

Make students aware of School Policies and Procedures.

#### Person or Persons Responsible

Teachers Administrators

#### Target Dates or Schedule

Beginning and throughout school year

#### Evidence of Completion

Students signature on policy page

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

Teachers reviewing of School Policies and Procedures

#### Person or Persons Responsible

Teachers Administration

#### Target Dates or Schedule

As Scheduled

#### Evidence of Completion

Labeled in Lesson Plans

### Plan to Monitor Effectiveness of G19.B1.S1

Students aware of School Policies and Procedures

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

As Needed

#### Evidence of Completion

Less number of students assigned to ISS and OSS

**G20.** Decrease the percentage of students who dropped out during the school year.

**G20.B1** Students are not feeling connected to the school.

**G20.B1.S1** Utilize the program RtI Problem Solving Model for Academics.

#### Action Step 1

Create a Freshman Target Group

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Beginning of School Year for Freshman Students

#### Evidence of Completion

List of Freshman Target Group

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

Utilize the Positive Behavior System to Encourage Students to Stay in School

**Person or Persons Responsible**

PBS Coach Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

List of PBS Winners

### Plan to Monitor Effectiveness of G20.B1.S1

Class Lists

**Person or Persons Responsible**

Administration Guidance Counselors

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Class Lists do not decrease

## G21. Decrease the At- Risk Graduation Rate by 10%.

### G21.B1 Lack of credit attainment

**G21.B1.S1** Credit Recovery Labs offered during school day.

**Action Step 1**

Determine missing credits for students getting close to graduation.

**Person or Persons Responsible**

Guidance Counselors

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

List of students and their missing credits.

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

Assign students with missing credits to Credit Recovery Labs

#### Person or Persons Responsible

Guidance Counselors

#### Target Dates or Schedule

As Needed

#### Evidence of Completion

Class Rosters for Credit Recovery Labs

### Plan to Monitor Effectiveness of G21.B1.S1

Credit attainment by students who were lacking credits.

#### Person or Persons Responsible

Credit Recovery Lab Managers/Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Credits earned by students

**G22.** Decrease the number of students who have excessive unexcused absences and tardies by 25%.

### G22.B1 Student Motivation

**G22.B1.S1** Develop positive incentives for attendance

#### Action Step 1

Create a plan to list positive incentives for students

#### Person or Persons Responsible

Attendance Committee

#### Target Dates or Schedule

Beginning of school year

#### Evidence of Completion

List of positive incentives

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

Students with perfect attendance each 9 weeks will be entered into a drawing

#### Person or Persons Responsible

Attendance Clerk

#### Target Dates or Schedule

End of every 9 weeks

#### Evidence of Completion

List of students who won drawing

### Plan to Monitor Effectiveness of G22.B1.S1

Decrease number of unexcused absences and tardies

#### Person or Persons Responsible

Attendance Clerk

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Number of students on list of unexcused absences and tardies

**G23.** Develop a process to gauge parental involvement using the hits on the school website and the number of parents using Parent View on the electronic grade book.

**G23.B1** Parents being aware of web-site and receiving Parent View Password for access to electronic grade book.

**G23.B1.S1** Use more methods to advertise both programs.

#### Action Step 1

Advertise Information for Parents on the school Marquee.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Number of inquiries towards information.

### **Plan to Monitor Fidelity of Implementation of G23.B1.S1**

List of various ways used to inform parents.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

As Completed

**Evidence of Completion**

List of Informational Techniques

### **Plan to Monitor Effectiveness of G23.B1.S1**

Survey for parents

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Annually

**Evidence of Completion**

Percentage of positive surveys

**G24.** Increase the number of students who are college ready.

**G24.B1** Students not being ready for college courses

**G24.B1.S1** Provide college readiness classes at the high school level.

**Action Step 1**

Provide college readiness skills at the high school level

**Person or Persons Responsible**

Administration Classroom Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson Plans

**Facilitator:**

Administration

**Participants:**

Classroom Teachers

**Plan to Monitor Fidelity of Implementation of G24.B1.S1**

College level skills used in lesson plans

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Review of Lesson Plans

## Plan to Monitor Effectiveness of G24.B1.S1

Classroom assignments being completed at a college readiness level.

### **Person or Persons Responsible**

Classroom Teachers

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Passing grades at a higher scoring rubric



## 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.** Increase the percentage of all students reaching Reading Proficiency (FCAT Level 3 and above) from 54% to 65%

**G1.B1** Low comprehension of informational texts.

**G1.B1.S1** Achieve 3000 will be mandatory each week for all reading classes. Reading teachers will use the program in flexible groups in class and in reading lab (2 times each week.)

### PD Opportunity 1

Achieve 3000 Activity Reports DEA Assessments FCAT Focus Assessments

#### Facilitator

Reading Coach

#### Participants

Reading Department Teachers

#### Target Dates or Schedule

Two times each week

#### Evidence of Completion

Passing Scores from FCAT Focus Assessments, Achieve 3000 Activity Reports and Discovery Education Assessments.

**G4.** Increase the percentage of each student subgroups by ethnicity making proficiency in FCAT reading.

**G4.B2** Students don't generalize learned reading strategies.

**G4.B2.S1** Use Learning Focused Strategies.

**PD Opportunity 1**

Continue to incorporate LFS strategies in all classes

**Facilitator**

District LFS Instructors

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson Plans

**G10.** Increase the percentage of student scoring at a 3.5 or higher on the Florida Writes assessment from

**G10.B1** Students lack the ability to write a 5 paragraph essay.

**G10.B1.S1** Reteach the writing process to begin writing a 5 paragraph essay.

**PD Opportunity 1**

Create a schedule/curriculum to teach a 5 paragraph essay

**Facilitator**

ELA Department Chair

**Participants**

ELA Teachers

**Target Dates or Schedule**

Beginning of school year

**Evidence of Completion**

Completed Schedule/Curriculum of 5 paragraph essay

**G11.** Increase the percentage of students achieving proficiency on Algebra EOC from 65% to 70%

**G11.B1** End of Course exams being computer based.

**G11.B1.S1** Textbook Formative Assessment (Technology Based)

**PD Opportunity 1**

Formative Assessments

**Facilitator**

Math Department Chair

**Participants**

Math Teachers

**Target Dates or Schedule**

Based on end of Units

**Evidence of Completion**

Discovery Assessment Data

**G13.** Increase the percentage of students scoring at or above level 4 in math on the Florida Alternate Assessment.

**G13.B1** Students need additional accommodations to process information

**G13.B1.S2** Use of LFS Strategies in classrooms

**PD Opportunity 1**

Continued use of LFS Strategies

**Facilitator**

ESE Department Chair

**Participants**

ESE Teachers Inclusion Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson Plans

**G14.** Increase the percentage of students who score 70% or higher on the Biology EOC.

**G14.B1** Students have difficulty with content area reading comprehension

**G14.B1.S1** Incorporate extended reading passages used in content areas to increase students ability to understand informational and non-fiction text.

**PD Opportunity 1**

Incorporate Achieve 3000 in class time.

**Facilitator**

Science Department Chair

**Participants**

Science Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson Plans

**G15.** Increase the percentage of students scoring at or above level 4 in science on the Florida Alternate Assessment.

**G15.B1** Students have difficulty with academic vocabulary

**G15.B1.S1** Incorporate LFS Strategies into curriculum

**PD Opportunity 1**

Learning Focused Solution Strategies will be implemented in lesson plans

**Facilitator**

ESE Department Chair

**Participants**

ESE Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson Plans

**G24.** Increase the number of students who are college ready.

**G24.B1** Students not being ready for college courses

**G24.B1.S1** Provide college readiness classes at the high school level.

**PD Opportunity 1**

Provide college readiness skills at the high school level

**Facilitator**

Administration

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson Plans

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase the percentage of all students reaching Reading Proficiency (FCAT Level 3 and above) from 54% to 65%	\$550
G4.	Increase the percentage of each student subgroups by ethnicity making proficiency in FCAT reading.	\$500
G10.	Increase the percentage of student scoring at a 3.5 or higher on the Florida Writes assessment from	\$550
G11.	Increase the percentage of students achieving proficiency on Algebra EOC from 65% to 70%	\$600
G13.	Increase the percentage of students scoring at or above level 4 in math on the Florida Alternate Assessment.	\$400
G14.	Increase the percentage of students who score 70% or higher on the Biology EOC.	\$500
G15.	Increase the percentage of students scoring at or above level 4 in science on the Florida Alternate Assessment.	\$400
Total		\$3,500

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
School Based Professional Learning Budget	\$3,500	\$3,500
Total	\$3,500	\$3,500

### Budget Details

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

**G1.** Increase the percentage of all students reaching Reading Proficiency (FCAT Level 3 and above) from 54% to 65%

**G1.B1** Low comprehension of informational texts.

**G1.B1.S1** Achieve 3000 will be mandatory each week for all reading classes. Reading teachers will use the program in flexible groups in class and in reading lab (2 times each week.)

**Action Step 1**

Achieve 3000 Activity Reports DEA Assessments FCAT Focus Assessments

**Resource Type**

Evidence-Based Program

**Resource**

Lesson Study Group PLC

**Funding Source**

School Based Professional Learning Budget

**Amount Needed**

\$550

**G4.** Increase the percentage of each student subgroups by ethnicity making proficiency in FCAT reading.

**G4.B2** Students don't generalize learned reading strategies.

**G4.B2.S1** Use Learning Focused Strategies.

**Action Step 1**

Continue to incorporate LFS strategies in all classes

**Resource Type**

Evidence-Based Program

**Resource**

Lesson Study Groups

**Funding Source**

School Based Professional Learning Budget

**Amount Needed**

\$500

**G10.** Increase the percentage of student scoring at a 3.5 or higher on the Florida Writes assessment from

**G10.B1** Students lack the ability to write a 5 paragraph essay.

**G10.B1.S1** Reteach the writing process to begin writing a 5 paragraph essay.

**Action Step 1**

Create a schedule/curriculum to teach a 5 paragraph essay

**Resource Type**

Evidence-Based Program

**Resource**

Lesson Study Group PLC Data Chats

**Funding Source**

School Based Professional Learning Budget

**Amount Needed**

\$550

**G11.** Increase the percentage of students achieving proficiency on Algebra EOC from 65% to 70%

**G11.B1** End of Course exams being computer based.

**G11.B1.S1** Textbook Formative Assessment (Technology Based)

**Action Step 1**

Formative Assessments

**Resource Type**

Evidence-Based Program

**Resource**

Lesson Study Group

**Funding Source**

School Based Professional Learning Budget

**Amount Needed**

\$600



**G13.** Increase the percentage of students scoring at or above level 4 in math on the Florida Alternate Assessment.

**G13.B1** Students need additional accommodations to process information

**G13.B1.S2** Use of LFS Strategies in classrooms

**Action Step 1**

Continued use of LFS Strategies

**Resource Type**

Evidence-Based Program

**Resource**

Lesson Study Groups PLC

**Funding Source**

School Based Professional Learning Budget

**Amount Needed**

\$400

**G14.** Increase the percentage of students who score 70% or higher on the Biology EOC.

**G14.B1** Students have difficulty with content area reading comprehension

**G14.B1.S1** Incorporate extended reading passages used in content areas to increase students ability to understand informational and non-fiction text.

**Action Step 1**

Incorporate Achieve 3000 in class time.

**Resource Type**

Evidence-Based Program

**Resource**

Lesson Study Group PLC

**Funding Source**

School Based Professional Learning Budget

**Amount Needed**

\$500

**G15.** Increase the percentage of students scoring at or above level 4 in science on the Florida Alternate Assessment.

**G15.B1** Students have difficulty with academic vocabulary

**G15.B1.S1** Incorporate LFS Strategies into curriculum

**Action Step 1**

Learning Focused Solution Strategies will be implemented in lesson plans

**Resource Type**

Evidence-Based Program

**Resource**

Lesson Study Group PLC

**Funding Source**

School Based Professional Learning Budget

**Amount Needed**

\$400