



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Don E Woods Opportunity Center

213 LAKE AVE E

Dundee, FL 33838

863-421-3325

<http://schools.polk-fl.net/dwoc>

School Demographics

School Type

High School

Title I

No

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

Yes

Charter School

No

Minority Rate*[Data Not Available]*

School Grades History

SIP Authority and Template

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

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

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

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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

Don E Woods Opportunity Center

Principal

Jose Perez

School Advisory Council chair

Robert Scott

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

Name	Title
Jose Perez	Principal
Tom Kaiser	Assistant Principal
Ann Ford	Academic Dean
Billy D. Washington	Discipline Dean
O.J. Simmons	ESE LEA
Lana McCullough	School Social Worker
Ashley Mendez	School Psychologist
Gwen Porter	Guidance Counselor

District-Level Information

District

Polk

Superintendent

Kathryn Leroy

Date of school board approval of SIP

Pending

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

Robert Scott: Chair

Jose Perez: Principal

Tom Kaiser: Assistant Principal

Lana McCullough: School Social Worker

Princilla McKinnon: Principal's Secretary

Billy D. Washington: Discipline Dean

O.J. Simmons: ESE LEA

Ann Ford: Academic Dean

Gwen Porter: Guidance Counselor

Ashley Mendez: School Psychologist
Cindy Vergara: SAC Secretary

Involvement of the SAC in the development of the SIP

Advise and counsel on writing and implementation

Activities of the SAC for the upcoming school year

Meet monthly to discuss upcoming construction projects, and academic progress initiatives

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

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

Not In Compliance

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

Actively recruiting parental representative(s)

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:

Jose Perez		
Principal	Years as Administrator: 28	Years at Current School: 2
Credentials	Bachelors Degree in Education Certified Pre K-6 Masters in Reading Masters in Educational Leadership Principal Certification K-12, ESOL Endorsement	
Performance Record	1998-D 1999-D 2000-D 2001-C 2002-C 2003-C, no AYP 2004-C, no AYP 2005-C, no AYP 2006-C, no AYP 2007-B, no AYP 2008-B, no AYP 2009-B, no AYP 2010-B, no AYP	

Tom Kaiser		
Asst Principal	Years as Administrator: 5	Years at Current School: 5
Credentials	Bachelors Degree in Social Science Education Masters Degree in Educational Leadership Certification in Social Science Education; 6-12 Certification in Educational Leadership ESOL Endorsement	
Performance Record	2009-2013 School Improvement Rating	

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

of classroom teachers

13

receiving effective rating or higher

0%

Highly Qualified Teachers

0%

certified in-field

11, 85%

ESOL endorsed

11, 85%

reading endorsed

4, 31%

with advanced degrees

0, 0%

National Board Certified

0, 0%

first-year teachers

1, 8%

with 1-5 years of experience

13, 100%

with 6-14 years of experience

4, 31%

with 15 or more years of experience

1, 8%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

3, 60%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

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. Maintain Mentor and Mentee Program as described by Polk County Schools
2. Bi-weekly one on one meetings with the new teachers
3. Professional development using district level training, tailored to meet specific needs of each teacher
4. Job Fairs and recruiting at Universities
Principal, Assistant Principal, Mentor

Teacher Mentoring Program/Plan

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

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

Modeling lessons, Bi-Weekly Meeting, visiting other classrooms, informal and formal conferencing, professional development

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 PS/RtI Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. This supports DWOC's mission and vision:
Vision- . . . Students will transition back to their home school equipped with social skills and study habits necessary to be successful, productive students.

Mission- . . . To provide a safe and orderly learning environment and enable our students to successfully function in mainstream schools and society.

The PS/RtI Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem-solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least several times per year or more frequently if new data is available.

- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.

- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Note: Don Woods Opportunity Center serves as an Alternative Center for students who have been assigned for a specific time duration due to serious violations of the Code of Student Conduct.

Therefore, we are a Tier 3 Center that assists students with obtaining pro-social skills as well as maintaining and enhancing their academic needs. To teach pro-social skills we use the Skill Streaming Curriculum and provide Positive Behavior System (PBS) for replacement and reinforcement of pro-social

skills.

The school-based PBS/Rtl Leadership Team (same team members as PS/Rtl group) meets monthly (or more frequently as needed) to strategically identify problems (e.g. frequent out of school suspension referrals for minor behaviors), determine the variables that contribute to the problem (e.g. Faculty and Staff's lack of knowledge to teach appropriate replaceable behaviors), identify appropriate scientific research-based interventions, implement them with fidelity (e.g. Skill Streaming: Social skills curriculum), and monitor the progress of the interventions frequently (e.g. adoption and implementation of interventions guided by continuous data evaluation).

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

Specific Responsibilities:

Principal: Jose Perez- The Principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of PS/Rtl; ensures that the school-based team is implementing PS/Rtl; conducts assessment of PS/Rtl skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support PS/Rtl implementation; develops a culture of expectation with the school staff for the implementation of PS/Rtl school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based PS/Rtl plans and activities.

Assistant Principal: Tom Kaiser- Assistant Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of PS/Rtl, further assists the principal in the assessment of PS/Rtl skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning PS/Rtl plans and activities.

Exceptional Student Education (ESE) Teachers and Deans: Ann Ford, Billy Washington, and Orinthius Simmons- Participate in student data collection, integrate core instructional activities/materials/ instruction in tiered interventions; collaborate with general education teachers.

School Psychologist, School Social Worker, Guidance Counselor: Ashley Mendez, Lana McCullough, Gwen Porter- Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at-risk,” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

Principal: Jose Perez- The Principal provides a common vision for the use of all curriculum based decisions for instruction, supervises the development of a strong infrastructure for implementation of Common Core and FCIM; ensures that the instructional team is implementing Common Core with fidelity; conducts on-going assessment in order to monitor the progress of all students; ensures implementation of intervention support and documentation to “catch students up” using mini lessons; ensures and participates in adequate professional learning to support the Common Core implementation; develops a culture of expectation with the school staff for the implementation of the Common Core Curriculum school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding academic and pro-social activities.

Assistant Principal: Tom Kaiser- Assists Principal with providing a common vision for the use of all curriculum based decisions for instruction, assists with the development of a strong infrastructure for implementation of Common Core and FCIM; assists with monitoring the instructional team so that

Common Core is implemented with fidelity; assists with conducting on-going assessment in order to monitor the progress of all students; assists with the implementation of intervention support and documentation to “catch students up” using mini lessons; ensures and participates in adequate professional learning to support the Common Core implementation; develops a culture of expectation with the school staff for the implementation of Common Core school-wide and writing across all content areas; ensures resources are assigned to those areas in most need; and communicates with parents regarding academic and pro-social activities.

General Education and ESE Teachers: Orinthius Simmons, Gary Coleman, Jessica Collopy and Bessie Holmes- Provide information about core instruction and integration of reading across the core content areas; participate in student data collection; deliver Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities (Intensive Reading Classes).

Deans: Ann Ford and Billy D. Washington- Participate in student data collection (progress monitoring), integrate core instructional activities/materials/ instruction in tiered interventions; collaborate with general education teachers.

This supports DWOC’s mission and vision:

Vision- . . . Students will transition back to their home school equipped with social skills and study habits necessary to be successful, productive students.

Mission- . . . To provide a safe and orderly learning environment and enable our students to successfully function in mainstream schools and society.

The Literacy Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed academic interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

- o Help referring teachers design feasible strategies and interventions for academically struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, and assist in making decisions for school, teacher, and student improvement.

Focus on improving student academic achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

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

Discovery Education Assessment (DEA Assessment) and FAIR Testing; web-based assessment tools used to evaluate reading, math and science. Three benchmarks will be given per year. Baseline data is gathered through September. FAIR and DEA data are gathered in early December and late February, as indicated in the chart below. FAIR and DEA data is processed and will become available to staff online. Additionally, other progress monitoring instructional data is examined from the previous year’s FCAT scores, and other data is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks, etc. Data is discussed and analyzed at least monthly at the PS/PBS/RtI Leadership Team Meeting. Data is monitored through the Progress Zone of Discovery Education Assessment (DEA) and FAIR results rubric; both web-based assessment tools. Teachers will create probes for strands to do more frequent progress monitoring, create quizzes above, on or below grade level. The information can be individualized based on single student weaknesses. At the request of the parent, teachers will be able to produce data reflecting student progress and share strategies and materials for additional home instruction. The data from these tools can also assist teachers and parents with an understanding of the student’s strengths and weaknesses.

The Resource Tab for teachers can pull up the Florida benchmarks and strands. The resource tab will also provide the teacher with streaming videos and websites attached to the strands that will help enhance lessons. Diagnostic assessment data is gathered through Discovery learning, New Century

Software, FAIR data and Odyssey. Informal writing assessments will be administered throughout the year to enhance student's writing skills. Genesis, Pinnacle and IDEAS Data Systems will be used to summarize data at each tier for behavior. End of the year data is gathered through the Florida Comprehensive Assessment Test (FCAT). Data is discussed and analyzed at least monthly at the PS/Rtl Leadership Team Meetings.

Test Month

FAIR 1 and DEA (A) September

FAIR 2 and DEA (B) Early December

FAIR 3 and DEA (C) Late February

After the last test is given (Test C) the students will be grouped to attack their weaknesses. The data will show the strengths and weaknesses by child, by class, by grade level, and school-wide and can also be sorted by NCLB subgroups; i.e., gender, ethnicity, students with disabilities, economically disadvantaged, and ELL.

.Data is monitored through the Progress Zone of Discovery Education Assessment (DEA), PMRN and FAIR results rubric; all web-based assessment tools. Teachers will create probes for strands to do more frequent progress monitoring, create quizzes above, on or below grade level. The information can be individualized based on single student weaknesses. At the request of the parent, teachers will be able to produce data reflecting student progress and share strategies and materials for additional home instruction. The data from these tools can also assist teachers and parents with an understanding of the student's strengths and weaknesses.

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

Data is monitored through the Progress Zone of Discovery Education Assessment (DEA), PMRN, and FAIR results rubric; all web-based assessment tools. Teachers will create probes for strands to do more frequent progress monitoring, create quizzes above, on or below grade level. The information can be individualized based on single student weaknesses. At the request of the parent, teachers will be able to produce data reflecting student progress and share strategies and materials for additional home instruction. The data from these tools can also assist teachers and parents with an understanding of the student's strengths and weaknesses.

The Resource Tab for teachers can pull up the Florida benchmarks and strands. The resource tab will also provide the teacher with streaming videos and websites attached to the strands that will help enhance lessons. Diagnostic assessment data is gathered through Discovery learning, New Century Software, FAIR data and Odyssey. Informal writing assessments will be administered throughout the year to enhance student's writing skills. Genesis, Pinnacle and IDEAS Data Systems will be used to summarize data at each tier for behavior. End of the year data is gathered through the Florida Comprehensive Assessment Test (FCAT). Data is discussed and analyzed at least monthly at the PS/Rtl Leadership Team Meetings

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:

Teachers meet once per week after school in grade-level teams across disciplinary lines. Notes and observations are shared, and lesson plans are written which reflect common threads throughout each class construct. These PLC's are enhanced by input from the DWOC Leadership Team, and serve as a growth medium for our instructional staff.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

FAIR, Discovery, and State-Mandated EOC's : both pre and post assessment measures.

Who is responsible for monitoring implementation of this strategy?

Academic Dean

Literacy Leadership Team (LLT)

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

Name	Title
Jose Perez	Principal
Tom Kaiser	Assistant Principal
Ann Ford	Academic Dean
Billy D. Washington	Discipline Dean
O. J. Simmons	ESE Teacher
Lana McCullough	School Social Worker
Ashley Mendez	School Psychologist
Gwen Porter	Guidance Counselor

How the school-based LLT functions

Principal: Jose Perez- The Principal provides a common vision for the use of all curriculum based decisions for instruction, supervises the development of a strong infrastructure for implementation of Common Core and FCIM; ensures that the instructional team is implementing Common Core with fidelity; conducts on-going assessment in order to monitor the progress of all students; ensures implementation of intervention support and documentation to “catch students up” using mini lessons; ensures and participates in adequate professional learning to support the Common Core implementation; develops a culture of expectation with the school staff for the implementation of Common Core school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding academic and pro-social activities.

Assistant Principal: Tom Kaiser- Assists Principal with providing a common vision for the use of all curriculum based decisions for instruction, assists with the development of a strong infrastructure for

implementation of Common Core and FCIM; assists with monitoring the instructional team so that Common Core is implemented with fidelity; assists with conducting on-going assessment in order to monitor the progress of all students; assists with the implementation of intervention support and documentation to “catch students up” using mini lessons; ensures and participates in adequate professional learning to support the Common Core implementation; develops a culture of expectation with the school staff for the implementation of Common Core school-wide and writing across all content areas; ensures resources are assigned to those areas in most need; and communicates with parents regarding academic and pro-social activities.

General Education and ESE Teachers: Orinthius Simmons, Gary Coleman, Jessica Collopy, and Bessie Holmes- Provide information about core instruction and integration of reading across the core content areas; participate in student data collection; deliver Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities (Intensive Reading Classes).

Deans: Ann Ford and Billy D. Washington- Participate in student data collection (progress monitoring), integrate core instructional activities/materials/ instruction in tiered interventions; collaborate with general education teachers.

This supports DWOC’s mission and vision:

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The Literacy Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed academic interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

- o Help referring teachers design feasible strategies and interventions for academically struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, and assist in making decisions for school, teacher, and student improvement.

Focus on improving student academic achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Major initiatives of the LLT

The Literacy Leadership Team will focus meetings on how to assist teachers in providing effective instructions through PLCs that target effective summarizing across all content areas, providing strategies to students that assist them in using vocabulary in context and understanding the meaning of unknown words by using context clues, and assist teachers in the use of STEM questions to enhance higher order thinking skills, and to monitor Common Core so that there is fidelity.

Teachers will be in-serviced on how to implement/use Common Core

Every Teacher Contributes to Reading Instruction

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

The Literacy Leadership Team will focus meetings on how to assist teachers in providing effective instructions through PLCs that target effective summarizing across all content areas, providing strategies to students that assist them in using vocabulary in context and understanding the meaning of unknown words by using context clues, and assist teachers in the use of STEM questions to enhance higher order thinking skills, and to monitor Common Core so that there is fidelity.

The Administrative Team will monitor infusion of effective reading skills across all content areas during classroom walkthroughs and written lesson plans

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

*Offer students the opportunity to enroll in specified career academies as they transition back to their home school.

*Implement the Rigorous and Relevant Framework through the infusion of Gold Seal Lessons

*Provide experience with inquiry learning, guest speakers, career day, and job shadowing opportunities

*Encourage vocational and academic teachers to collaboratively integrate curriculum and instruction

*Strengthen academic content in existing vocational curriculum

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

All middle school students are required to have an Electronic Personal Education Plan (ePEP) before entering high school. These plans chart a course for their future career. The ePEPs are reviewed during a meeting between the student and Guidance Counselor annually.

Strategies for improving student readiness for the public postsecondary level

*Notification and participation in the annual HBCU Jump-off

*Notification and participation in the College/Career Fair

*Myers/Briggs Career Academy

*PSAT Preparatory

*DWOC Career Day

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		71%		
American Indian		0%		
Asian		0%		
Black/African American		67%		
Hispanic		80%		
White		66%		
English language learners		75%		
Students with disabilities		93%		
Economically disadvantaged		70%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	6%	8%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		4%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	26	12%	15%
Students in lowest 25% making learning gains (FCAT 2.0)	57	38%	40%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		80%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		80%
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]		60%

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.	23	19%	22%

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]		17%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

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		73%		
American Indian		0%		
Asian		0%		
Black/African American		74%		
Hispanic		78%		
White		67%		
English language learners		75%		
Students with disabilities		100%		
Economically disadvantaged		72%		

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]		9%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		3%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	22	11%	15%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	48	33%	36%

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

Florida Alternate Assessment (FAA)

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	18	11%	15%
Students in lowest 25% making learning gains (EOC)	29	34%	38%

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.	23	19%	23%

Algebra 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]		2%

Geometry 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]		2%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

Florida Alternate Assessment (FAA)

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

High School Science

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		11%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		2%

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%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		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 <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> 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			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	111	78%	75%
Students who fail a mathematics course	21	14%	10%
Students who fail an English Language Arts course	20	14%	10%
Students who fail two or more courses in any subject	47	33%	30%
Students who receive two or more behavior referrals	128	90%	85%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	137	97%	94%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	56	83%	78%
Students in ninth grade with one or more absences within the first 20 days	26	38%	35%
Students in ninth grade who fail two or more courses in any subject	21	31%	28%
Students with grade point average less than 2.0	47	70%	65%
Students who fail to progress on-time to tenth grade	15	22%	19%
Students who receive two or more behavior referrals	50	75%	70%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	59	88%	84%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	2	0%	0%
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)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Participation by parents at building capacity activities will increase by 10% for activities/functions located at the school.

Administrators, guidance counselor, and teachers will communicate with parents through the BlackBoard Connect System, phone calls, email system, and weekly point sheets.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement in building activity	23	25%	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

Goals Detail

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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

Not Applicable

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