



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Sebring High School

3514 KENILWORTH BLVD

Sebring, FL 33870

863-471-5500

<http://www.highlands.k12.fl.us/~shs/>

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 61%
Alternative/ESE Center No	Charter School No	Minority Rate 44%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Sebring High School

Principal

Elizabeth Anne Lindsay

School Advisory Council chair

AmberLee Rogers

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

Name	Title
Anne Lindsay	Principal
Jennifer Delgado	LCRT
Sandra Johnson	Assistant Principal
Chris Savage	ESE Resource Teacher
Teacher of Reading Assigned to Student	Assigned Reading Teacher

District-Level Information

District

Highlands

Superintendent

Mr. Wallace P Cox

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

Davida Austin, Parent
 Samantha Bickman, Parent
 Kirsten Chambers, Parent
 Lisa Collins, Business & Community
 Michelle Devane, Business & Community
 Ilene Eshelman, Administration
 Marcy Everest, Parent
 Joy Garrison, Parent
 Mae Lee Gilroy, Business & Community
 Mike Haley, Administration
 Laura Hare, Parent
 Melissa Horton, Parent
 Andrew Hughes, Business & Community

Diane Juve, Business & Community
Jared Lang, Student
Shannon Laschkewitsch, Parent
Susan MaCool, Parent
Kristi Polston, Parent
AmberLee Rogers, Business & Community
David Solomon, Business & Community
Charlotte Wilson, Parent
Total Membership: 22
Racial Composition: W 77%, B 10%, H/O 14%
Employees: 18%
Parents: 50%
Bus/Com: 36%
Students: 5%
Results: 5/7

Involvement of the SAC in the development of the SIP

The SAC reviews the student data survey results and makes recommendations for goals and strategies. The council approves the final SIP.

Activities of the SAC for the upcoming school year

Input on the school budget and approve the School Improvement Plan.

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

There are no 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

n/a

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

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Elizabeth Anne Lindsay		
Principal	Years as Administrator: 12	Years at Current School: 3
Credentials	Ph.D. School Principal	
Performance Record	Principal, Sebring Middle School 1995-2000 District Office, Director of Curriculum and Instruction 2000-2007 Private industry 2007-2011 Principal, Sebring High School, 2011-Current	

Ilene Eshelman		
Asst Principal	Years as Administrator: 6	Years at Current School: 26
Credentials	Bachelors and Masters - Area of Certification: English 6-12, Educational Leadership	
Performance Record	2006-07 C – No on AYP Learning gains: Reading 49%, Math 69% Lowest 25% Learning Gains: Reading 43%, Math 58% 2007-08 C – No on AYP Learning gains: Reading 51%, Math 74% Lowest 25% Learning Gains: Reading 45%, Math 60% 2008-09 D – No on AYP Learning gains: Reading 49%, Math 68% Lowest 25% Learning Gains: Reading 43%, Math 58% 2009-10 C – No on AYP Learning gains: Reading 45%, Math 68% Lowest 25% Learning Gains: Reading 36%, Math 53%	

Michael Haley

Asst Principal

Years as Administrator: 8

Years at Current School: 3

Credentials

Bachelors and Masters -
 Areas of Certifications:
 Technical Management, Educational Leadership

Performance Record

Assistant Principal at Sebring High School 2011-current
 Principal; Lake Placid High School 2009-2010 Grade:
 AYP: No
 Learning Gains:
 Reading: 30% Math: 66%
 Lowest 25%:
 Reading: 34% Math: 54%
 Principal; Lake Placid High School 2008-2009 Grade: D
 AYP: No
 Learning Gains:
 Reading: 33% Math: 67%
 Lowest 25%:
 Reading:39% Math: 64%
 Assistant Principal; LPHS 2007-2008 Grade: D
 AYP: No
 Learning gains:
 Reading: 30% Math 69%
 Lowest 25%:
 Reading: 41% Math: 59%
 Assistant Principal; LPHS 2006-2007 Grade: D
 AYP:No
 Learning Gains:
 Reading 35%, Math75%
 Lowest 25%:
 Reading: 41% Math: 60%

Jennifer Delgado		
Full-time / School-based	Years as Coach: 0	Years at Current School: 9
Areas	Reading/Literacy	
Credentials	Bachelors - Areas of Certifications: Elementary Ed 1-6, Middle Grades English 5-9, ESOL and Reading Endorsed	
Performance Record	Intensive Reading Teacher, Sebring High School, 2004-2013 English/Reading Teacher, Sebring Middle School, 2001-2004 ESE Teacher, Sebring Middle School, 2000-2001	

Classroom Teachers

# of classroom teachers	82
# receiving effective rating or higher	0, 0%
# Highly Qualified Teachers	71%
# certified in-field	0, 0%
# ESOL endorsed	24, 29%
# reading endorsed	7, 9%
# with advanced degrees	30, 37%
# National Board Certified	3, 4%
# first-year teachers	5, 6%
# with 1-5 years of experience	7, 9%
# with 6-14 years of experience	37, 45%
# with 15 or more years of experience	33, 40%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

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

9

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Advertise for vacancies utilizing a web-based site that reaches the entire United States.
2. If possible, interview and hire teachers certified and highly qualified.
3. Continuously receive updates from the District Office on present status of teachers.
4. Selection of new hires must be approved by the Superintendent.
5. Work with teachers needing to complete PEC or ACT program.
6. Continuously advertise opportunities for teachers to attend classes, inservices, and workshops to continue their education or to recertify.
7. Use a "buddy system" at the school level to help new teachers adjust to the school and district.

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, Coleen Polatty for Mentee, William Serey, first-year teacher (Social Studies)
 Mentor, Cheryl Rosenbaum for Mentee, Deborah Stamper, first-year teacher (Reading)
 Mentor, Adrienne Cochran for Mentee, Brian Lang, first-year teacher (Inquiry Skills)
 Planned mentoring activities include: Meetings, classroom visits, feedback

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

All members of the MTSS Leadership Team serve on the Curriculum Leadership team except for the district-based social worker. The Curriculum Leadership Team is one of the major groups to provide input into the development of the SIP based on student performance data. Elements of the MTSS process are incorporated into the reading intervention strategies that are implemented at the school level when a student does not make adequate progress in reading.

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

The MTSS team integrates its work with that of the Guidance Support Team. The support team meets at least monthly to review multiple student issues, including academic achievement.

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

n/a

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

Tier 1- 88-minute block of English instruction (9th & 10th graders not passed)

Tier 2- Intensive Reading (88 minutes every other day), FastForward, Jamestown mini-lessons w/o computer assistance, Gradual Release (direct instruction, small group task, independent completion, and differential instruction), study hall, Florida Virtual School, National Honor Society (tutoring), ESOL Strategies, CARPD Teacher (Content Area Reading-Certified), Saturday tutoring, Instructional Focus Calendar, Instructional Resource

Tier 3 - Gradual Release (direct instruction, small group task, independent completion, and differential instruction), Intensive Reading (88 minutes daily), FastForward, Jamestown mini lessons w/o computer assistance, study hall, Florida Virtual School, National Honor Society (tutoring), ESOL Strategies, CARPD Teacher (Content Area Reading-Certified)

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

All reading teachers have received prior training in research-based reading strategies for all tier interventions. Update training is provided on a regular and ongoing basis for all teachers. As new interventions are identified, appropriate training and follow-up is provided.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Anne Lindsay	Principal
Mike Haley	Assistant Principal
Ilene Eshelman	Assistant Principal
Sandra Johnson	Assistant Principal
Jennifer Delgado	Reading (LCRT)
Julie Giordano	Social Studies
Holly Rapp	English
Michael Lee	Math
Angela Mann	Science
Patricia Reutebuch	Fitness
Jennifer Cooper	Practical Arts
Rhoda Wolfe	Performing Arts

Name	Title
Lisa Saenz	Support Services
Brittany Klobuchar	At Large
Allison Rapp	At Large

How the school-based LLT functions

The LLT meets monthly as a part of the Curriculum Leadership Team to evaluate the literacy needs of Sebring High School, develop intervention strategies and implement these strategies across the curriculum.

Major initiatives of the LLT

1. "Read Like A Rock Star:" - A month-long literacy emphasis when every student chooses a book. At various times during the day an administrator announces to the school that it is time to read like a rock star. Students who have their books and who read for the 15-20 minute period receive rewards and their names are placed in a drawing for prizes.
2. Required the implementation of Range of Reading and Level of Text Complexity from Reading Standards for Literacy in Science and Technical subjects 6-12 and History/Social Studies 6-12.
3. Implement FastForward in all intensive reading classes and implement research-based reading structures in all intensive reading classes.
4. Conduct quarterly data chats with all students enrolled in intensive reading and all teachers in intensive reading. Establish goals for improvement and monitor progress.
5. Continue summer reading program for all grade levels with student eligibility for literacy reward cards during first nine weeks of 2013-14.

Every Teacher Contributes to Reading Instruction

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

All teachers are responsible for the use of reading strategies at Sebring High School. Each teacher has been trained in UNRAVEL and THIEVES. Weekly checks of lesson plans are conducted by assigned administrators. Classroom walk-throughs are also conducted by assigned administrators to confirm use of strategies.

In the development of Individual Professional Development Plans, which is required of each teacher, the assigned administrator will meet individual with every teacher to review assigned student data in reading and establish a goal of adequate improvement in reading for these students.

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

Sebring High School offers vocational opportunities or classes in the areas of Business, Drafting, Industrial Arts, Culinary, Family Dynamics, ROTC, CDE, Internship, Externship, and ESE Job Placements. Standards in these classes, as well as State Standards found in all academic classes, addresses the connection of what they learn in a particular course and how it is relevant to a future job. Skills that are being taught in core academic classes are identified as necessary to complete applied and

integrated courses as well as function in real world situations.

In addition to this, students from our school are given the option of attending the community college in our area where they can begin earning credits in specific vocational fields.

Many of the students participate in higher level academic classes to prepare themselves for post-secondary work through Honors, Advanced Placement, Dual Enrollment, and International Baccalaureate classes.

During November and American Education Week, Sebring High School will conduct Celebrate Your Future with a daily activities in each class related to planning today for their future beyond high school. Some of the strategies during this week will assist in recognizing the systemic nature of many of the courses that are taken during high school.

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

Upon entering Sebring High School, students are given several options to choose their academic paths. The first choice is to graduate in 3 years on the college bound or vocational track, or in 4 years. We receive recommendation from prior teachers as to the level of academic class the student should be in and review assessment data to see if they meet the criteria for classes they choose.

In the spring of each year students are given a Course Syllabus containing the class offerings for the next year. A counselor will provide an academic history for each student and will sit down individually with students to discuss options. Students are asked to take this home to parents for discussion and input. Following that, students return their choices to counselors.

In the fall of each year counselors begin with the twelfth grade students and review their academic histories and present schedule to make sure they meet graduation requirements. Following the seniors, counselor work down to their ninth grade students. Counselors are assigned students alphabetically so they have the opportunity to know the student and family very well before they leave our school.

Strategies for improving student readiness for the public postsecondary level

Based on the 2010 graduating seniors' data found in the High School Feedback Report, Sebring High School will:

- * Enroll students in courses making them eligible for Florida Bright Futures.
- * Offer one dual enrollment science course.
- * Increase the number of students who take the PSAT or PLAN two years prior to graduation.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	0%	No	61%
American Indian				
Asian	83%		No	85%
Black/African American	38%		No	44%
Hispanic	48%		No	54%
White	63%		No	67%
English language learners	22%		No	30%
Students with disabilities	33%		No	39%
Economically disadvantaged	45%		No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		50%	55%
Students scoring at or above Achievement Level 4		27%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		71%	76%
Students scoring at or above Level 7		14%	19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		59%	64%
Students in lowest 25% making learning gains (FCAT 2.0)		45%	50%

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	230	58%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		42%	50%

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	67%		No	70%
American Indian				
Asian	91%		No	92%
Black/African American	42%		No	48%
Hispanic	57%		No	61%
White	76%		No	78%
English language learners	32%		No	39%
Students with disabilities	66%		No	69%
Economically disadvantaged	61%		No	65%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		73%	83%
Students scoring at or above Achievement Level 4		12%	22%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		66%	76%
Students scoring at or above Achievement Level 4		70%	75%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		70%	75%
Students scoring at or above Level 7		33%	75%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		68%	75%
Students scoring at or above Achievement Level 4		30%	35%

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

Formation of HIBAAP
 Number of parents involved in SAC

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

AVID program

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	40	60%	

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

Title I, Part A

N/A

Title I, Part C- Migrant

Provides services to migrant students (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title I, Part D

Provides services to children who are delinquent or neglected.

Title II

Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III

Supports activities to assist students become proficient in English, supports teacher professional development in E.L.L. strategies and parent involvement and education

Title X- Homeless

Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.

Nutrition Programs

District food service department facilitates grant funding to provide fresh fruit and vegetables in the elementary schools. In addition, they provide services in summer for breakfast and lunches at various school and community locations.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Title VI supports the operations of the Career Academy by providing professional development and resources for progress monitoring. Continued industry certification program in Culinary and have added two industry certification programs in agriculture and business.

Job Training

A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other

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