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## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### A. Crawford Mosley High School

501 MOSLEY DR  
Lynn Haven, FL 32444  
850-767-4400

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### School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 38%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 17%

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### School Grades History

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<b>2013-14</b> B	<b>2012-13</b> A	<b>2011-12</b> B	<b>2010-11</b> A
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### SIP Authority and Template

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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

A. Crawford Mosley High School

##### Principal

Sandra Harrison

##### School Advisory Council chair

Joe Grammer

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

Name	Title
Richard Hartzler	Assistant Principal
Wesley Smith	Assistant Principal
Angela Lopez	Science Teacher
Anke Gunn	Math Teacher
Robin Henne	Foreign Language Teacher
Kristy Page	Math Teacher
Marcia Buchanan	Social Studies Teacher
Brenda Stallworth	Literacy Coach
Stephanie Hughes	Guidance Counselor

#### District-Level Information

##### District

Bay

##### Superintendent

Mr. William V Husfelt

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

12/10/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. The Chairman is Judge Joe Grammer, the 1st Vice Chair is Tina Corbin, 2nd Vice Chair is Mary Lopes, 3rd Vice Chair is Pamm Chapman, Secretary is Michelle Wesley, and Treasurer is Cindy Doll.

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

The SAC reviewed the school improvement plan, discussed the goals and strategies, and voted to approve to plan in the September meeting.

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

The Mosley SAC reviews and approves the school improvement plan, discusses and plans academic awards, and discusses academic obstacles and plans

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

The school does not receive school improvement funding and much of the funding the SAC raises is used for academic awards.

### **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**

6

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

(not entered because basis is < 10)

#### **Administrator Information:**

#### **Sandra Harrison**

Principal

Years as Administrator: 21

Years at Current School: 5

#### **Credentials**

Bachelor of Science in Education

Master of Science in Educational Leadership

#### **Performance Record**

Mrs. Harrison, while assistant principal at Northside Elementary, helped move the school from a 3 time C school to an A school where they have remained. As the principal of Bozeman K-9 school, Mrs. Harrison helped the school maintain an A or B grade consistently.

<b>Richard Hartzer</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
<b>Credentials</b>	Bachelor of Science Degree in Marketing Master of Science in Educational Leadership	
<b>Performance Record</b>	In his first year in administration, Mr. Hartzer helped lead Mosley to earn a school grade of "B". Mr. Hartzer coached the Science and ESE departments and helped many of them improve their teacher evaluation ratings. Mr. Hartzer also develops, implements, and monitors professional development for the school.	

<b>Wesley Smith</b>		
Asst Principal	Years as Administrator: 3	Years at Current School: 1
<b>Credentials</b>	Bachelor of Science Degree in Social Studies Education Master of Science in Educational Leadership	
<b>Performance Record</b>	Mr. Smith, while an administrative assistant at Surfside Middle School, helped the school achieve an "A" school status all three years he was an administrator. This continued a tradition of excellence as the school has achieved "A" school status the previous four years as well.	

#### Instructional Coaches

##### # of instructional coaches

2

##### # receiving effective rating or higher

(not entered because basis is < 10)

##### Instructional Coach Information:

<b>Brenda Stallworth</b>		
Full-time / District-based	Years as Coach: 5	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Ele. Education/1-6 English/6-12 Reading Endorsement Varying Exceptionalities/K-12	
<b>Performance Record</b>	2010-2011 (Deane Bozeman School) Grade 'B'. 2009-2010 (Deane Bozeman School) Grade 'B'. Reading Learning Gains 57%. Math Learning Gains 65%. Lowest 25% had 53% Learning Gains in Reading and 57% in Math. AYP was not met.. Instructor at Wewahitchka High School prior to Bozeman. 2008-2009 (Wewahitchka High School) Grade 'C'. Reading Learning Gains 53%. Math Learning Gains 69%. Lowest 25% Gains in Reading 56% and 59% in Math. 2007-2008 (Wewahitchka High School) Grade 'C' Learning Gains in Reading 56%. Math Learning Gains 82%. Lowest 25% had 47% Learning Gains in Reading and 82% in Math. AYP was not met	

<b>Lisa Gibson</b>		
Full-time / District-based	Years as Coach: 6	Years at Current School: 0
<b>Areas</b>	Rtl/MTSS	
<b>Credentials</b>	Degree: B.A. in English Literature from Florida State University Certifications: MG Math 5-9, MG English 5-9, English 6-12 Endorsements: ESOL, Reading	
<b>Performance Record</b>	Highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.	

## Classroom Teachers

### # of classroom teachers

86

### # receiving effective rating or higher

86, 100%

### # Highly Qualified Teachers

100%

### # certified in-field

84, 98%



#### # ESOL endorsed

4, 5%

#### # reading endorsed

7, 8%

#### # with advanced degrees

29, 34%

#### # National Board Certified

10, 12%

#### # first-year teachers

9, 10%

#### # with 1-5 years of experience

8, 9%

#### # with 6-14 years of experience

22, 26%

#### # with 15 or more years of experience

36, 42%

### Education Paraprofessionals

#### # of paraprofessionals

3

#### # Highly Qualified

3, 100%

### 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. Recruitment: Mosley targets the hiring of highly qualified teachers by providing a safe and orderly work environment where new teachers are provided with veteran staff as mentors, support in disciplinary and intervention situations with students, time for teacher collaboration, and on-site, job-embedded professional development. - Administration
2. Retention: To prevent teacher turnover, our school embraces the rehiring of retirement age faculty who are often the most experienced of the staff. - Administration
3. Retention: Our district provides a teacher induction program that trains new teachers after school on various topics to assist in retaining these teachers. - District Human Resources
4. Recruitment: Mosley targets the hiring of highly qualified teachers by beginning the interviewing process early each spring to ensure that we interview a large bank of teachers that will include the transfers from other schools within the district. We also utilize the SearchSoft personnel tracking

system to review credentials and references on all applicants to ensure that only the highest caliber teachers are interviewed during the application process. - Administration

5. Retention: All of our Alternative Certification teachers are mentored by an Alternative Certification Instructional Specialist - District Alternative Certification Instructional Specialist

### **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**

First-year teachers are paired with their department heads. These coaches work with new teachers on things such as pacing, lesson plans, classroom management, planning, and record keeping. Department heads are chosen because they already serve as a leader/mentor for new teachers and they are always experienced teachers that have a significant amount of guidance to offer.

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

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

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

The MTSS Leadership Team is comprised of 9th and 10th grade teachers. Bay District Schools implemented MTSS in the secondary setting with 9th grade for the 2011-2012 school year and added the 10th grade in the 2012-2013 school year. Our Leadership Team is a team of teachers that share a common interest in seeing the successful implementation of MTSS on the Mosley campus. Members meet during the school year to discuss and review any MTSS data. The Leadership Team will share information with the school's leadership team (MULET Mosley Unified Leadership Educational Team), the Literacy Team, and Department Chairs.

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

MTSS Leadership Team: Administrator – Todd Harless; Brenda Stallworth, Literacy Coach and School Leadership Team Representative; Kristi Page, INSPIRE; Kelly Chisholm, ESE; and the 9th grade Teacher of Record for the MTSS Student, School Psychologist as available.

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

The MTSS Leadership Team members, Todd Harless and Brenda Stallworth worked with the MULET team to develop the school improvement plan by providing a plan to report RtI data and initiatives with school leadership team input. The continual monitoring of students will be conducted by the MTSS Leadership Team and the data will be reported to the school's leadership team, Department Chairs and the school's administrators. Additionally, a plan for professional development has been created for all freshmen and sophomore teachers.

#### **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 Discovery Education Assessment tests will be used to collect and progress monitor data on reading, mathematics, and science. Behavior will be monitored by the Administrative PLC who will record suspensions, excessive absences, and more. Other data systems in place to collect data are Pearson Access and FOCUS.

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

Mosley 9th grade teachers will receive training this year during common planning time by our MTSS Staff Training Specialist, Lisa Gibson.

### **Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 5,400

Teachers have common planning before school. Teachers offer student tutoring before and after school.

#### **Strategy Purpose(s)**

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

Student tests and achievement scores

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

Administration

### **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Sandy Harrison	Principal
Richard Hartzler	Assistant Principal
Brenda Stallworth	Literacy Coach
Marcia Buchanan	Social Studies Teacher
Kristy Page	Math Teacher
Robin Henne	Foreign Language Teacher
Angela Lopez	Science Teacher
Anke Gunn	Math Teacher

#### **How the school-based LLT functions**

The Mosley Literacy Leadership Team meets monthly to develop a school wide plan for building capacity of reading knowledge across all content areas/electives and to focus on literacy concerns throughout the school.

### **Major initiatives of the LLT**

The Literacy Leadership Team's initiatives for the 2013-2014 school year include the introduction of literacy strategies across all subject areas during WORD Weeks. The team will also promote the importance of providing students with a print-rich environment, including, but not limited to an increase in text complexity and the use of multiple texts. Team will periodically review data as it relates to school improvement goals.

## **Every Teacher Contributes to Reading Instruction**

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

To ensure that teaching reading strategies is the responsibility of every teacher, first and foremost, our school has embraced the concept of the Literacy Coach. Our highly qualified literacy coach is committed to job embedded professional development, and has provided research-based, on-site, professional development in reading strategies with an emphasis in the content areas. The following strategies are part of the plan to ensure that teaching reading strategies is the responsibility of every teacher:

- Mosley "Best Practices" professional development was held on campus that trained faculty in issues relative to text complexity and student engagement.
- Lesson plans submitted by faculty should include reading strategies as included in the Mosley Lesson Plan Template.
- Mosley will continue the school-wide word of the day program. This school year, all subject areas submitted words from their content area to promote the use of integration of high-level vocabulary across the curriculum.
- Mosley intends to continue to increase the number of faculty pursuing CAR-PD and/or reading endorsement on our campus.
- All teachers will be encouraged to focus on instruction that emphasizes increasing text complexity and the use of multiple texts as directed by the Common Core Literacy Standards implementation in grades 9-12.
- Mosley will continue the school-wide literacy celebration called WORD Weeks in which every teacher incorporates literacy strategies into their class.

## **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**

Elective courses that are offered to students for future employment or job skill training include: Culinary Operations, Television Production, Marketing, Marketing Co-op, Computer Programming, Computer Applications, Cyber Security, Web Design, Marine Corps JROTC, and Internships.

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

Elective courses that are offered to students for future employment or job skill training include: Culinary Operations, Television Production, Marketing, Marketing Co-op, Computer Programming, Computer Applications, Cyber Security, Web Design, Marine Corps JROTC, and Internships. Students are encouraged to select these classes through their guidance counselors and homeroom teachers.

Students are also exposed to these elective courses throughout the year as the classes participate in school wide activities. Each year, our guidance department holds a Registration Rally for students to receive information relative to the electives and possible course options so that course selection was based on personal interest.

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

- Fostering student/teacher communication regarding graduation requirements, scholarships, career opportunities and counseling. All will be achieved through guidance department and homeroom teachers.
- Provide P.E.R.T. or CPT (College Placement Test) to determine college readiness for math and language courses
- Host college and career information sessions for students during school
- Assist students in college admission process by providing college applications and visits from college personnel
- Collaborate with local businesses to provide career exploration and establish student internship via the co-op program
- Monitor the progress of the English IV college readiness initiative and collect the exit exam data based on PERT and CPT scores to analyze the strengths and weaknesses of the program.

## 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	75%	64%	No	78%
American Indian				
Asian				
Black/African American	63%	41%	No	66%
Hispanic	84%	73%	No	86%
White	76%	66%	No	78%
English language learners				
Students with disabilities	50%	40%	No	55%
Economically disadvantaged	65%	48%	No	69%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	498	62%	75%
Students scoring at or above Achievement Level 4	289	36%	40%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	394	50%	55%
Students in lowest 25% making learning gains (FCAT 2.0)	128	62%	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)	[data excluded for privacy reasons]		65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		65%

## 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.	157	44%	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	202	52%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	116	30%	33%

## 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	90%	75%	No	91%
American Indian				
Asian				
Black/African American	79%	64%	No	81%
Hispanic	100%	81%	No	100%
White	91%	76%	No	92%
English language learners				
Students with disabilities	70%	44%	No	73%
Economically disadvantaged	83%	65%	No	84%

### 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.	203	56%	65%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	277	69%	72%
Students scoring at or above Achievement Level 4	88	22%	25%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	237	75%	78%
Students scoring at or above Achievement Level 4	95	30%	32%

### Area 4: Science

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	291	76%	79%
Students scoring at or above Achievement Level 4	153	40%	43%

### 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)	21		25
Participation in STEM-related experiences provided for students	1650	100%	100%

#### High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	610	36%	40%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		98%	100%
Students taking one or more advanced placement exams for STEM-related courses	127	8%	11%
CTE-STEM program concentrators	798		825
Students taking CTE-STEM industry certification exams	157	9%	12%
Passing rate (%) for students who take CTE-STEM industry certification exams		38%	42%



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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	676	41%	45%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	304	45%	48%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	157	23%	27%
Passing rate (%) for students who take CTE industry certification exams		38%	42%
CTE program concentrators	167	25%	28%
CTE teachers holding appropriate industry certifications	7	100%	100%

## 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	244	15%	20%
Students in ninth grade with one or more absences within the first 20 days	58	12%	8%
Students in ninth grade who fail two or more courses in any subject	18	4%	2%
Students with grade point average less than 2.0	244	15%	10%
Students who fail to progress on-time to tenth grade	62	13%	9%
Students who receive two or more behavior referrals	156	9%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	154	9%	6%

## Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	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)	374	98%	99%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	24	63%	75%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	5	1%	1%

## Area 9: Parent Involvement

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

### Parental involvement targets for the school

Increase the number of completed climate surveys by parents

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of completed climate surveys by parents	29	1.8%	10%

## 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 student test scores in all areas through the use of research-based strategies to assist students in reading and writing across all content areas.

## Goals Detail

**G1.** Increase student test scores in all areas through the use of research-based strategies to assist students in reading and writing across all content areas.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

### Resources Available to Support the Goal

- Professional development in the areas of reading and writing using literacy and writing coaches. Incorporating research-based strategies such as literacy strategies, Kagan strategies, and CRISS strategies. Common planning time for teachers to collaborate on reading and writing efforts.

### Targeted Barriers to Achieving the Goal

- Challenges of transition from Sunshine State Standards to Common Core State Standards and increased emphasis on reading and writing across all content areas.

## Plan to Monitor Progress Toward the Goal

Teacher attendance at a minimum of 80% of professional development sessions

**Person or Persons Responsible**

Rich Hartzer

**Target Dates or Schedule:**

October 2013 - June 2014

**Evidence of Completion:**

Sign in sheets from professional development sessions

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase student test scores in all areas through the use of research-based strategies to assist students in reading and writing across all content areas.

**G1.B1** Challenges of transition from Sunshine State Standards to Common Core State Standards and increased emphasis on reading and writing across all content areas.

**G1.B1.S1** Implement faculty-wide professional development in the area of reading literacy across all content areas.

### Action Step 1

Teachers will attend faculty-wide professional development in the area of reading literacy across all content areas.

#### Person or Persons Responsible

School administration

#### Target Dates or Schedule

Monthly faculty-wide Professional Development sessions Beginning in October, 2013

#### Evidence of Completion

Sign in sheets.

#### Facilitator:

Hartzer

#### Participants:

School Administration

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

Sign in sheets will be examined to monitor teacher attendance

#### **Person or Persons Responsible**

Rich Hartzer

#### **Target Dates or Schedule**

October 2013 - June 2014

#### **Evidence of Completion**

Sign in sheets from professional development sessions

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

Teacher attendance at a minimum of 80% of professional development sessions

#### **Person or Persons Responsible**

Rich Hartzer

#### **Target Dates or Schedule**

October 2013 - June 2014

#### **Evidence of Completion**

Log of teacher attendance at professional development sessions.

**G1.B1.S2** Implement faculty-wide professional development in the area of writing across all content areas.

**Action Step 1**

Teachers will attend faculty-wide professional development in the area of writing across all content areas.

**Person or Persons Responsible**

School administration

**Target Dates or Schedule**

Monthly faculty-wide Professional Development sessions Beginning in October, 2013

**Evidence of Completion**

Sign in sheets.

**Facilitator:**

Hartzer

**Participants:**

School Administration

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

Sign in sheets will be examined to monitor teacher attendance

**Person or Persons Responsible**

Rich Hartzer

**Target Dates or Schedule**

October 2013 - June 2014

**Evidence of Completion**

Sign in sheets from professional development sessions

## Plan to Monitor Effectiveness of G1.B1.S2

Teacher attendance at a minimum of 80% of professional development sessions

### Person or Persons Responsible

Rich Hartzer

### Target Dates or Schedule

October 2013 - June 2014

### Evidence of Completion

Log of teacher attendance at professional development sessions.

**G1.B1.S3** Implement faculty-wide professional development in the area of Common Core State Standards.

### Action Step 1

Teachers will attend faculty-wide professional development in the area of Common Core State Standards.

### Person or Persons Responsible

School administration

### Target Dates or Schedule

Monthly faculty-wide Professional Development sessions Beginning in October, 2013

### Evidence of Completion

Sign in sheets.

### Facilitator:

Hartzer

### Participants:

School Administration



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

Sign in sheets will be examined to monitor teacher attendance

#### **Person or Persons Responsible**

Rich Hartzer

#### **Target Dates or Schedule**

October 2013 - June 2014

#### **Evidence of Completion**

Sign in sheets from professional development sessions

### **Plan to Monitor Effectiveness of G1.B1.S3**

Teacher attendance at a minimum of 80% of professional development sessions

#### **Person or Persons Responsible**

Rich Hartzer

#### **Target Dates or Schedule**

October 2013 - June 2014

#### **Evidence of Completion**

Log of teacher attendance at professional development sessions.

## 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

At the beginning of the year, the entire faculty watched a video regarding teen violence prevention. Our CTE program provides training for students in the areas of cyber security, computer gaming, programming, marketing. Our culinary and life management programs offer training in the areas of food and nutrition. Our co-op program allows students to receive real-world job experience.

## 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 student test scores in all areas through the use of research-based strategies to assist students in reading and writing across all content areas.

**G1.B1** Challenges of transition from Sunshine State Standards to Common Core State Standards and increased emphasis on reading and writing across all content areas.

**G1.B1.S1** Implement faculty-wide professional development in the area of reading literacy across all content areas.

### PD Opportunity 1

Teachers will attend faculty-wide professional development in the area of reading literacy across all content areas.

#### Facilitator

Hartzer

#### Participants

School Administration

#### Target Dates or Schedule

Monthly faculty-wide Professional Development sessions Beginning in October, 2013

#### Evidence of Completion

Sign in sheets.

**G1.B1.S2** Implement faculty-wide professional development in the area of writing across all content areas.

**PD Opportunity 1**

Teachers will attend faculty-wide professional development in the area of writing across all content areas.

**Facilitator**

Hartzer

**Participants**

School Administration

**Target Dates or Schedule**

Monthly faculty-wide Professional Development sessions Beginning in October, 2013

**Evidence of Completion**

Sign in sheets.

**G1.B1.S3** Implement faculty-wide professional development in the area of Common Core State Standards.

**PD Opportunity 1**

Teachers will attend faculty-wide professional development in the area of Common Core State Standards.

**Facilitator**

Hartzer

**Participants**

School Administration

**Target Dates or Schedule**

Monthly faculty-wide Professional Development sessions Beginning in October, 2013

**Evidence of Completion**

Sign in sheets.

## Appendix 2: Budget to Support School Improvement Goals