



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

New Dimensions High School

4900 OLD PLEASANT HILL RD

Kissimmee, FL 34759

407-870-9949

www.osceola.k12.fl.us

School Demographics

School Type
High School

Title I
No

Free and Reduced Lunch Rate
64%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
83%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

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

New Dimensions High School

Principal

Dr. Tina Cafiero

School Advisory Council chair

Mr. Don Robert

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

Name	Title
Dr. Tina Cafiero	Director
Dr. Jackie Grimm	Director
Mrs. Theresa Barrett	Learning Resource Specialist

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

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

The membership of the NDHS SAC is comprised of parents, students, and staff from the learning community served.

Involvement of the SAC in the development of the SIP

The SIP is presented to the SAC quarterly during the school year for input, suggestions, revision, approval, and support of the goals spelled out in the plan.

Activities of the SAC for the upcoming school year

The SAC will continue to support all programs to enhance NDHS. During regular monthly meetings, special presentations will also be hosted such as college night, financial aid night, musical performances, and other special presentations. The SAC also supports the annual golf tournament. The SAC reviews and approves the SIP and the expenditures of school improvement funds.

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

The complete amount of our school improvement funds are used to help offset the cost of student planners that are distributed to all students. The planner is not only an agenda/calendar, but also contains the student handbook with all student policies and procedures.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Tina Cafiero

Principal

Years as Administrator: 15

Years at Current School: 15

Credentials

D.Ed. -Educational Leadership, University of Central FL
M.Ed. – Educational Leadership - University of Central FL
FL Certifications: Educational Leadership (all levels), Consumer Science k-12, Occupational Specialist

Performance Record

Dr. Cafiero serves as the Director of Instruction and was one of the founding members of the school and has been an administrator at the school since it opened. All school performance record data falls within her oversight at NDHS. Most recently, New Dimensions has been an A school for the last three years. The most recent performance evaluation conducted rated her Highly Effective

Dr. Jackie Grimm

Principal

Years as Administrator: 15

Years at Current School: 15

Credentials

Ph.D. Educational Leadership, Walden University, M.Ed. French, West Georgia University, FL Certifications: Educational leadership (all levels), French k-12

Performance Record

Dr. Grimm serves as the Director of Operations and was also one of the founding members of the school. She has been an administrator at the school since it opened in 1998. Among other responsibilities, Dr. Grimm oversees the school's operations and management. All school performance record data falls within her oversight at NDHS. Most recently, New Dimensions has been an A school for the last three years. The most recent performance evaluation conducted rated her Highly Effective

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Theresa Barrett**

Part-time / School-based

Years as Coach: 6

Years at Current School: 6

Areas

Other

Credentials

Masters in Educational Leadership, certified in Reading, ESOL, Language Arts, Media Services

Performance Record

Highly Effective

Classroom Teachers**# of classroom teachers**

20

receiving effective rating or higher

19, 95%

Highly Qualified Teachers

65%

certified in-field

18, 90%

ESOL endorsed

2, 10%

reading endorsed

3, 15%

with advanced degrees

10, 50%

National Board Certified

0, 0%

first-year teachers

1, 5%

with 1-5 years of experience

6, 30%

with 6-14 years of experience

9, 45%

with 15 or more years of experience

4, 20%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

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

0

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

With such a small instructional staff comprised of only twenty instructional teachers, the planning and hiring process requires that careful consideration is taken in making sure candidates with specific certification areas, experience, and philosophical beliefs meet the need of the school. Openings are posted on a national website, resumes are screened and applicants are contacted for the interviewing process.

Once candidates are hired, they are oriented with a new teacher meeting/training and matched with a veteran mentor teacher to assist in making the transition to NDHS a smooth one. Dr. Cafiero works with all teachers to make sure that they become and stay in compliance with all certification guidelines and that they meet state, school and district requirements. Professional development is also provided to all staff to inform teachers of school wide initiatives and instructional practices. The Marzano Deliberate Practice Growth Plan system is also used by all teachers and monitored closely by administration. Initial planning and continuous feed back is provided.

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

The NDHS mentoring program consists of structured guidance and regular, ongoing support for NDHS teachers, especially beginning teachers, and may include peer partnerships, pipelines with institutions of higher education, professional development opportunities, or other organizations that are designed to help teachers continue to improve their practice of teaching and develop their instructional skills.

All first year teachers and teachers new to NDHS are matched with a veteran colleague who is there to assist in supporting new teachers with questions regarding school policies and procedures, certification, assistance with implementation of instructional programs and initiatives by the school. Professional development is also provided on-going through out the school year.

The rationale for placing new teachers and experienced teachers just beginning at NDHS into the program is so that they understand the differences between NDHS and the district initiatives. As a charter school we have our own philosophy, initiatives, and policies. The distinction is sometimes difficult for teachers who have taught in the district or other public schools in the past. This guidance makes the transition smoother.

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 team will meet and review the data provided to us by our departmental Professional Learning Communities. School-wide data will be analyzed as well as attention being given to the problem areas presented by the Dept. PLCs. Based on analyzed data and discussions among various departments and PLCs, the MTSS will make decisions and put in place instructional strategies, professional development, and interventions to address needs that are determined.

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

To be a problem solving entity in addressing individual and school wide student learning challenges.

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

After a school wide data analysis session by administration with staff at the beginning of the school year, the team will work with the Professional Learning Communities for the Assessed Academic areas to determine areas of weakness and struggling students. Data will be analyzed and progress will be monitored with problem solving techniques. Suggestions for change will be made and procedures developed for a plan of implementation.

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

School wide data is used from data retrieved from the ODMS system for state assessed areas: reading, writing, math, science, CELLA, Teacher classroom pre/post test data, FAIR, PERT

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

Annual Data Analysis workshop with all instructional staff, professional development in MTSS, team member training when offered by the state/district

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: 10,800

Regularly scheduled after school tutorial instruction program held twice a week with Math, Science, and LA teachers.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Cafiero	Director
Mrs. Barrett	Learning Resource Specialist
Mrs. Raymond	Language Arts Teacher
Ms. Torrence	Language Arts Teacher
Mrs. Leach	Reading Specialist

How the school-based LLT functions

The LLT meets monthly and looks at the literacy goals of the school. The team then established a plan of professional development and activities to provide in support of the literacy goals of the school.

Major initiatives of the LLT

The LLT will continue to foster the reading and literacy goals of the school. Professional development will include delving into the lesson study process. Examples of some of the other professional development offered by the LLT for this school year will include Marzano's Academic Vocabulary, and the Reading Minute, Assessment Strategies, and support of the CCSS.

The LLT will continue to organize the school-wide read aloud choosing a book and activities related to our yearly theme. The LLT will also be hosting a parent evening in conjunction with the SAC to provide parents with strategies for supporting literacy in the home.

The LLT will support the National and state-wide literacy events, ie: Teen Read Week, FL Literacy Week by hosting school wide events to support literacy.

Every Teacher Contributes to Reading Instruction

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

Reading is our struggling area. Therefore, reading has been an area that has high emphasis at NDHS. All teachers are expected to participate in the reading process. Literacy professional development is provided to all content area teachers. The LLT works hard to ensure that Professional development is provided in instructional reading strategies so that all staff is involved in the teaching of reading. School-wide we attempt to infuse literacy skills into all content area by using the Marzano Vocabulary Program. All teachers use the six step process of building critical content specific vocabulary.

NDHS also has a lesson plan template that has 8 components that incorporate all area of the FLCIM. Within the frame of the lesson plan, teachers must provide the following: Guiding Question, lesson objective, FL Sunshine Standards being addressed, Instructional Focus Activity, Tutorial and Enrichment activities, Assessment, ESE/ESOL Strategies, and Literacy Strategies. These strategies are looked for during classroom walk throughs and observations by administrators.

This school year, a new homeroom program has been put in place to support the reading initiatives at the school. A five week training session to inform ALL teachers of the literacy (ELA reading and writing skills) activities and skills that will be used in all content areas to support the CCSS. Teachers were trained in the activities and skills that are being used in a weekly homeroom period to support the infusion of CCSS literacy and writing skills in all content areas.

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

We are a project based school which incorporates applied projects in all content areas. Inter-disciplinary thematic units are also encouraged so that students experience the relevancy of what they are learning and its connection to the world and content outside one particular class. Bi-annual project fairs are held where student work is displayed for parents and the community to see.

All projects are conducted so that the students see the connections to the real world and the connections between their vocational, performing arts, and physical education classes with their academic core classes.

Another special feature to NDHS is the required Senior Research Project. Every senior must research in depth a career area of interest. They must write a research paper about the career, do a job shadow with someone in the field, conduct interviews with practitioners, and present an oral presentation, featuring a physical project (ie powerpoint, demonstration, etc) to a panel of local business leaders.

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

The school offers students elective courses in the performing arts, business, technology, and career study. Many of these courses focus on job skills and offer students internships. In addition it is recommended that all incoming 9th grade students take our Career Research and our Voluntary Public Service courses so that they have opportunity to explore their interests and strengths and find careers and organizations in the community that match.

Every year, after FCAT testing, students and parents participate in a course selection process that exposes them to next year's curriculum to inform their course selection. Parents are invited to participate in the process and final course selection is sent home for parent's signature.

In addition, all seniors are required to complete an indepth Senior Research Project, in which they will delve into a career interest and research it comprehensively. They will then present and oral presentation to a panel of local business leaders.

All students also participate in a weekly homeroom program in which career exploration and post secondary school options are discussed and researched.

Strategies for improving student readiness for the public postsecondary level

A group of teachers along with administrators work with our seniors to determine post-secondary needs. SAT and ACT test taking strategies are given, along with college application and scholarship application completion. We also bring in speakers and representatives from colleges, university and trade schools to speak with our students about post secondary options. The school also will offer senior parent nights to present the college process and financial aid information to parents. We will also continue to work with Valencia Community College in building our Dual Enrollment program on campus and by having students attend the VCC campuses. NDHS will also maintain its scholarship database for students to access for all scholarship information that the school receives.

Each year we hold two senior parent nights to make sure we are providing seniors and their parents with critical information for transitioning onto post-secondary institutions. Juniors are strongly encouraged to attend as well.

This group of teachers and administrator will use the High School Feedback Report to analyze the post-secondary readiness and entrance data for NDHS and tailor the program according to needs and trends determined.

In addition, NDHS continued to add rigorous courses to the curriculum offering. We have 8 AP courses and continue with Dual Enrollment courses to be taught on our campus. Students are encouraged to take these rigorous classes. We will also continue our articulation agreement partnership with Valencia Community College for our dual enrollment program.

We have also added the College Readiness Reading and Math courses to our offerings. Students are placed into the courses based on their PERT scores. Those students' scores demonstrating that they need additional support to become college ready are placed into the classes. Ms. Hirschauer is also having an afterschool program for ACT/SAT preparation. Those enrolled must attend all classes to maintain their place in 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	69%	59%	No	72%
American Indian				
Asian				
Black/African American	66%	63%	No	69%
Hispanic	70%	55%	No	73%
White	73%	63%	No	75%
English language learners	41%	25%	No	47%
Students with disabilities				
Economically disadvantaged	69%	57%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	28%	35%
Students scoring at or above Achievement Level 4	45	21%	30%

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)	132	61%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	143	66%	75%

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)	14	82%	87%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	59%	75%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	82%	87%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		66%	80%

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	63	57%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	34	31%	40%

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	61%	63%	Yes	65%
American Indian				
Asian				
Black/African American	63%	72%	Yes	66%
Hispanic	60%	56%	No	64%
White	91%	77%	No	92%
English language learners	75%	35%	No	78%
Students with disabilities				
Economically disadvantaged	65%	62%	No	69%

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)		61%	75%

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.		50%	70%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	48%	55%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		12%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	29%	35%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		20%

Area 4: Science**High School Science**

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	42%	50%
Students scoring at or above Achievement Level 4	15	15%	20%

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		2
Participation in STEM-related experiences provided for students	0	0%	25%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	12%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	100%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	12%
CTE-STEM program concentrators	25		30
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	186	47%	50%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	28	7%	10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0	0%	
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	52	13%	8%
Students in ninth grade with one or more absences within the first 20 days	47	45%	25%
Students in ninth grade who fail two or more courses in any subject	2	1%	0%
Students with grade point average less than 2.0	4	1%	0%
Students who fail to progress on-time to tenth grade	2	0%	0%
Students who receive two or more behavior referrals	23	6%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	18	5%	2%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.		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)		93%	98%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		86%	91%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

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

Parental involvement targets for the school

Increase the number of parents attending the monthly SAC meetings by adding 5 new parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent attendance at SAC meetings	4	1%	10%

Area 10: Additional Targets**Additional targets for the school**

Increase the parental support of the school athletic programs

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the parents that attend parent/athlete required meetings before the start of each athletic season	0	0%	75%

Goals Summary

- G1.** Build a rigorous culture of high expectations through the implementation of Academic Vocabulary by all instructional staff.
- G2.** Increase the number of students achieving level 3 or higher on all state assessments by 5% points
- G3.** Increase the number of students achieving level 3 or higher on all state assessments by 5% points

Goals Detail

G1. Build a rigorous culture of high expectations through the implementation of Academic Vocabulary by all instructional staff.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, 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
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Math Tutoring program, Infusion of CCSS, fully certified math 6-12 teachers
- Full time reading specialist to work with all students scoring levels 1 and 2 on state assessments
- School wide homeroom literacy program infusing reading and writing in all areas

Targeted Barriers to Achieving the Goal

- Students retention levels are in need of improvement for recollection in performance on the EOC.
- Students lack of engagement of highly performing tasks
- Limited background knowledge in academic classes

Plan to Monitor Progress Toward the Goal

After initial data analysis, teachers will develop their Marzano growth plan

Person or Persons Responsible

Instructors

Target Dates or Schedule:

By the end of the first quarter

Evidence of Completion:

growth plan updates

G2. Increase the number of students achieving level 3 or higher on all state assessments by 5% points**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, 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
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- School-wide Literacy Homeroom Program
- Three fully certified Biology Teachers
- Reading Specialist on Campus

Targeted Barriers to Achieving the Goal

- Students lacking confidence and experience with extended reading passages/questions on science EOC
- Students' lack of sufficient background knowledge in the tested areas
- Difficulty of students with solving higher level complex problems

Plan to Monitor Progress Toward the Goal

Progress monitoring with all subjects' Pre-post tests.

Person or Persons Responsible

All Teachers

Target Dates or Schedule:

Beginning, middle and end of each semester

Evidence of Completion:

test data

G3. Increase the number of students achieving level 3 or higher on all state assessments by 5% points**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, 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
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- A full-time Reading Teachers to teach Intensive Reading to all students scoring level 1 and 2.

Targeted Barriers to Achieving the Goal

- Full-time Reading Teacher on maternity leave for the first 9 weeks of the school year.
- Lack of incorporation of nonfiction texts across the content areas.

- Students lacking knowledge of the writing process to include the areas now being assessed more strictly: syntax and conventions

Plan to Monitor Progress Toward the Goal

Analyze data from observations to determine the use of Reading Minute strategy

Person or Persons Responsible

Dr. Cafiero

Target Dates or Schedule:

Ongoing through out the year

Evidence of Completion:

Notes and comments on observation site

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Build a rigorous culture of high expectations through the implementation of Academic Vocabulary by all instructional staff.

G1.B1 Students retention levels are in need of improvement for recollection in performance on the EOC.

G1.B1.S1 Weekly enhancement of Geometric vocabulary terms through Marzano and Core Content Literacy Standards

Action Step 1

Instruction of Marzano academic and content related vocabulary

Person or Persons Responsible

Geometry Teacher/ Technical Studies Teacher

Target Dates or Schedule

regularly during class

Evidence of Completion

lesson plans, student assessments

Facilitator:

Dr. Cafiero

Participants:

all instructional staff

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

Monitor that both academic and content Vocabulary terms being taught in class

Person or Persons Responsible

Administration

Target Dates or Schedule

classroom observations, walkthroughs

Evidence of Completion

observation and walkthrough notes

Plan to Monitor Effectiveness of G1.B1.S1

classroom quizzes, assessments, pre/post tests

Person or Persons Responsible

content teacher

Target Dates or Schedule

during classroom assessments

Evidence of Completion

IPDP and Growth Plan reflections

G1.B3 Limited background knowledge in academic classes

G1.B3.S1 The use of Marzano's Academic Vocabulary with all students by all instructional staff

Action Step 1

Conduct Marzano's Academic Vocabulary inservice

Person or Persons Responsible

Dr. Cafiero

Target Dates or Schedule

During Pre-planning

Evidence of Completion

PD logs

Facilitator:

Dr. Cafiero

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Observations of classroom teachers incorporating Academic Vocabulary in all classes

Person or Persons Responsible

Dr. Cafiero

Target Dates or Schedule

Ongoing through out the school year.

Evidence of Completion

Marzano Instructional Observation System

Plan to Monitor Effectiveness of G1.B3.S1

Classroom pre/post tests, assessments

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

beginning, middle, end of each semester

Evidence of Completion

data from teacher pre/post tests, IPDP

G2. Increase the number of students achieving level 3 or higher on all state assessments by 5% points

G2.B1 Students lacking confidence and experience with extended reading passages/questions on science EOC

G2.B1.S1 Marzano's Academic Vocabulary strategies, Marzano Evaluation System

Action Step 1

All staff trained on using Marzano's Academic Vocabulary in their content areas

Person or Persons Responsible

All instructional staff

Target Dates or Schedule

During preplanning

Evidence of Completion

Observations, preplanning workshop attendance, lesson plans

Facilitator:

Theresa Barrett

Participants:

All Staff

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S2 Homeroom program to focus on FCAT assessed benchmarks

Action Step 1

Development of the homeroom program

Person or Persons Responsible

LRS and program committee members

Target Dates or Schedule

Prior to beginning of school year

Evidence of Completion

Completed weekly lessons for all grade levels for the homeroom program

Action Step 2

Train all instructional staff on the literacy homeroom program

Person or Persons Responsible

LRS and Committee

Target Dates or Schedule

Preplanning

Evidence of Completion

Submitted workshop paperwork, attendance in workshop, observation of training

Facilitator:

Theresa Barrett

Participants:

All instructional Staff

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 Students' lack of sufficient background knowledge in the tested areas

G2.B2.S1 Teachers using the Marzano practices that have to do with "introducing new content" to determine if students have proper background knowledge when presenting new content

Action Step 1

Training with staff on the Marzano Evaluation System's 41 elements

Person or Persons Responsible

Dr. Cafiero

Target Dates or Schedule

Preplanning and ongoing

Evidence of Completion

PD logs, observations

Facilitator:

Dr. Cafiero

Participants:

All instructional Staff

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Observation of classes, classroom walkthroughs

Person or Persons Responsible

Dr. Cafiero, Mrs. Barrett

Target Dates or Schedule

through out school year

Evidence of Completion

MARzano iObservation system

Plan to Monitor Effectiveness of G2.B2.S1

Observations, test results

Person or Persons Responsible

Dr. Cafiero, LRS

Target Dates or Schedule

Ongoing

Evidence of Completion

test results, iObservation system

G2.B3 Difficulty of students with solving higher level complex problems

G2.B3.S1 Provide teachers with ongoing support with the 7 essential elements designated by Marzano that support CCSS and higher level complex problems.

Action Step 1

Marzano 7 Essential Elements training

Person or Persons Responsible

Dr. Cafiero

Target Dates or Schedule

Ongoing through year

Evidence of Completion

PD logs

Facilitator:

Dr. Cafiero

Participants:

all staff

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Teachers using seven element practices in class

Person or Persons Responsible

Administration, LRS

Target Dates or Schedule

through out school year

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of G2.B3.S1

Growth Plan

Person or Persons Responsible

Administration

Target Dates or Schedule

through out year

Evidence of Completion

iObservation system

G3. Increase the number of students achieving level 3 or higher on all state assessments by 5% points

G3.B1 Full-time Reading Teacher on maternity leave for the first 9 weeks of the school year.

G3.B1.S1 School wide Literacy Homeroom Program added this year to support infusing literacy strategies in all content areas.

Action Step 1

Provide professional development for instructional staff so that all teachers are aware of the literacy strategies and the lessons and activities to presented in the homeroom sessions.

Person or Persons Responsible

Learning Resource Specialist (LRS)

Target Dates or Schedule

PD During pre-planning with ongoing monitoring during the school year.

Evidence of Completion

Student work, classroom observations by LRS

Facilitator:

Theresa Bennett (LRS)

Participants:

All instructional staff

Action Step 2

Data Analysis professional development with all instructional staff

Person or Persons Responsible

All instructional staff and administration

Target Dates or Schedule

Pre-planning

Evidence of Completion

PD log

Facilitator:

Dr. Cafiero

Participants:

All instructional staff

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

The weekly homeroom sessions

Person or Persons Responsible

LRS

Target Dates or Schedule

Weekly Rounds to observe homeroom sessions

Evidence of Completion

observation data, student work data

Plan to Monitor Effectiveness of G3.B1.S1

Increased literacy skills

Person or Persons Responsible

LRS, Administration

Target Dates or Schedule

pre/poste tests, state assessments given at the end of semester/year

Evidence of Completion

Student state assessment and standardized assessment scores

G3.B1.S2 Professional Development focused on literacy skills: Kelly Gallagher's Reading Minute

Action Step 1

Provide staff with professional development on "Reading Minute"

Person or Persons Responsible

Mrs. Barrett

Target Dates or Schedule

October Professional Development Day

Evidence of Completion

PD Logs

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Plan and present the inservice

Person or Persons Responsible

Mrs. Barrett

Target Dates or Schedule

October 2013

Evidence of Completion

PD Log

Plan to Monitor Effectiveness of G3.B1.S2

Classroom Observation of the strategy being used

Person or Persons Responsible

Dr. Cafiero

Target Dates or Schedule

During classroom observations and walkthroughs

Evidence of Completion

Notes on observations

G3.B2 Lack of incorporation of nonfiction texts across the content areas.

G3.B2.S1 Infusion of Common Core Literacy Standards across the content areas / Achieve3000

Action Step 1

Weekly homeroom program utilizing nonfiction texts with all grade levels

Person or Persons Responsible

All teachers

Target Dates or Schedule

Every Wednesday

Evidence of Completion

Observation of homeroom program

Facilitator:

Theresa Barrett

Participants:

All Staff Members

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Classroom walkthroughs during the homeroom program

Person or Persons Responsible

LRS, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Observation notes

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Build a rigorous culture of high expectations through the implementation of Academic Vocabulary by all instructional staff.

G1.B1 Students retention levels are in need of improvement for recollection in performance on the EOC.

G1.B1.S1 Weekly enhancement of Geometric vocabulary terms through Marzano and Core Content Literacy Standards

PD Opportunity 1

Instruction of Marzano academic and content related vocabulary

Facilitator

Dr. Cafiero

Participants

all instructional staff

Target Dates or Schedule

regularly during class

Evidence of Completion

lesson plans, student assessments

G1.B3 Limited background knowledge in academic classes

G1.B3.S1 The use of Marzano's Academic Vocabulary with all students by all instructional staff

PD Opportunity 1

Conduct Marzano's Academic Vocabulary inservice

Facilitator

Dr. Cafiero

Participants

All instructional staff

Target Dates or Schedule

During Pre-planning

Evidence of Completion

PD logs

G2. Increase the number of students achieving level 3 or higher on all state assessments by 5% points

G2.B1 Students lacking confidence and experience with extended reading passages/questions on science EOC

G2.B1.S1 Marzano's Academic Vocabulary strategies, Marzano Evaluation System

PD Opportunity 1

All staff trained on using Marzano's Academic Vocabulary in their content areas

Facilitator

Theresa Barrett

Participants

All Staff

Target Dates or Schedule

During preplanning

Evidence of Completion

Observations, preplanning workshop attendance, lesson plans

G2.B1.S2 Homeroom program to focus on FCAT assessed benchmarks

PD Opportunity 1

Train all instructional staff on the literacy homeroom program

Facilitator

Theresa Barrett

Participants

All instructional Staff

Target Dates or Schedule

Preplanning

Evidence of Completion

Submitted workshop paperwork, attendance in workshop, observation of training

G2.B2 Students' lack of sufficient background knowledge in the tested areas

G2.B2.S1 Teachers using the Marzano practices that have to do with "introducing new content" to determine if students have proper background knowledge when presenting new content

PD Opportunity 1

Training with staff on the Marzano Evaluation System's 41 elements

Facilitator

Dr. Cafiero

Participants

All instructional Staff

Target Dates or Schedule

Preplanning and ongoing

Evidence of Completion

PD logs, observations

G2.B3 Difficulty of students with solving higher level complex problems

G2.B3.S1 Provide teachers with ongoing support with the 7 essential elements designated by Marzano that support CCSS and higher level complex problems.

PD Opportunity 1

Marzano 7 Essential Elements training

Facilitator

Dr. Cafiero

Participants

all staff

Target Dates or Schedule

Ongoing through year

Evidence of Completion

PD logs

G3. Increase the number of students achieving level 3 or higher on all state assessments by 5% points

G3.B1 Full-time Reading Teacher on maternity leave for the first 9 weeks of the school year.

G3.B1.S1 School wide Literacy Homeroom Program added this year to support infusing literacy strategies in all content areas.

PD Opportunity 1

Provide professional development for instructional staff so that all teachers are aware of the literacy strategies and the lessons and activities to presented in the homeroom sessions.

Facilitator

Theresa Bennett (LRS)

Participants

All instructional staff

Target Dates or Schedule

PD During pre-planning with ongoing monitoring during the school year.

Evidence of Completion

Student work, classroom observations by LRS

PD Opportunity 2

Data Analysis professional development with all instructional staff

Facilitator

Dr. Cafiero

Participants

All instructional staff

Target Dates or Schedule

Pre-planning

Evidence of Completion

PD log

G3.B1.S2 Professional Development focused on literacy skills: Kelly Gallagher's Reading Minute

PD Opportunity 1

Provide staff with professional development on "Reading Minute"

Facilitator

Participants

Target Dates or Schedule

October Professional Development Day

Evidence of Completion

PD Logs

G3.B2 Lack of incorporation of nonfiction texts across the content areas.

G3.B2.S1 Infusion of Common Core Literacy Standards across the content areas / Achieve3000

PD Opportunity 1

Weekly homeroom program utilizing nonfiction texts with all grade levels

Facilitator

Theresa Barrett

Participants

All Staff Members

Target Dates or Schedule

Every Wednesday

Evidence of Completion

Observation of homeroom program

Appendix 2: Budget to Support School Improvement Goals