



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Frank H. Peterson Academies

7450 WILSON BLVD

Jacksonville, FL 32210

904-573-1150

<http://www.duvalschools.org/fhp>

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 57%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 65%

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## School Grades History

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<b>2013-14</b> PENDING	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> D
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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

Frank H. Peterson Academies

##### Principal

Cathy Barnes

##### School Advisory Council chair

Gary Kimball

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

Name	Title
Cathy Barnes	Principal
Antonio Banks	Assistant Principal
Jesscia Parrish	Assistant Principal
Lynne Turpin	Dean
Mary Mackoul	Dean
Mary Buchanan	Graduation Coach
Joyce Lynn	Senior Counselor
Denise Boddie	Reading Coach
Natalie Banning	Testing Coordinator

#### District-Level Information

##### District

Duval

##### Superintendent

Dr. Nikolai P Vitti

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

1/7/2014

### 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

President, Vice President and secretary.

Members include: Principal, Volunteer Liaison, 5 parents, business leaders and faculty.

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

A SAC meeting was held prior to the development of the SIP to address their concerns. The SIP will be presented to the SAC at the next meeting.

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

SAC will meet monthly to discuss the state of the school. Each month the SAC will make recommendations to the Principal for improving and supporting the school.

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

Funds will be used to meet unfunded request from the school. The robotics programs has requested kits for competition.

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Cathy Barnes**

Principal	Years as Administrator: 21	Years at Current School: 3
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**Credentials**

BS from Jacksonville University, 1981  
M.Ed from the University of North Florida, 1988

**Performance Record**

2012 13 point increase, grade pending  
2011 38 point increase, "A"  
2010 416 points "D"  
2009 20 point increase "C"

**Antonio Banks**

Asst Principal	Years as Administrator: 6	Years at Current School: 1
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**Credentials**

B.S. in Social Science Education  
M.Ed. Leadership  
Certified in Social Sciences 6-12 amd Ed Leadership Principalship II

**Performance Record**

2010 "A", 598 Points  
2011 "A", 593 Points  
2012 "A", 661 Points

<b>Jessica Parrish</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
<b>Credentials</b>	Degree: Master of Education in Educational Administration Certifications: Educational Leadership (all levels), ESOL (K-12), English (6-12), Reading Endorsement, National Board Certification for Teachers: English Language Arts for Adolescent and Young Adulthood	
<b>Performance Record</b>	Performance Record: 2013: FCAT Reading—9th and 10th grade 3+ from 38% in 2012 to 45% in 2013, 10th grade writing 4+ according to 2013 standards 65% in 2012 to 73% in 2013 Industry Certifications increased from 69 earned in 2012 to 361 earned in 2013.	

**Instructional Coaches**

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

<b>Denise Boddie</b>		
Full-time / District-based	Years as Coach: 2	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	B.A. in English (Concentration in professional/technical writing; minor in Journalism) Certifications- English 6-12 Elementary Education K-5 ESOL Reading Endorsement	
<b>Performance Record</b>	While teaching reading (Read 180) at Arlington Middle 2009-2012, I always taught the lowest 25-percentile students. The percentage of students that made gains in Reading on the FCAT was consistently between 65-70% each year. During my last year at Arlington, the 7th grade class outscored the other grade levels on the FCAT in gains in Reading (especially my lowest 25-percentile students).	

**Classroom Teachers**

<b># of classroom teachers</b>	58
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**# receiving effective rating or higher**

49, 84%

**# Highly Qualified Teachers**

100%

**# certified in-field**

57, 98%

**# ESOL endorsed**

13, 22%

**# reading endorsed**

7, 12%

**# with advanced degrees**

23, 40%

**# National Board Certified**

3, 5%

**# first-year teachers**

2, 3%

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

20, 34%

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

21, 36%

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

15, 26%

**Education Paraprofessionals**

**# of paraprofessionals**

1

**# Highly Qualified**

1, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

5

**# 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**

Among strategies to recruit Highly Qualified teachers and retain them is a yearlong comprehensive Professional

Development schedule. Regular meetings with new teachers and Principal or designee. Partnering new teachers with veteran teachers. Soliciting referrals from current employees.

### **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**

Teachers new to our school are paired with a CET trained, veteran teacher. The novice teacher would be paired with a veteran that is within their content area. Each novice teacher and veteran teacher will attend a beginning of the year workshop with our Professional Development Facilitator. Throughout the year the novice teachers will also attend monthly workshops with our Professional Development Facilitator.

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

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

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

The leadership Team will focus meetings around one question: how do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers and our students. The team meets weekly, informally, to engage in the following activities: Review data and link to instructional decisions; review Progress monitoring at the classroom level. The team will identify professional development and resources based on above information. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation and make decisions.

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

The design team met with the Principal to assist in the development of the SIP. The deans provide the discipline and attendance data. The assistant principals provide data in each discipline. The graduation coach provides data on post-secondary readiness, at-risk and acceleration data. The reading coach responds to specific instructional issues that arise in the weekly meetings. The counselor reports on graduation credits and readiness.

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

Weekly observations and feedback to teachers focused on instruction (Domain 3 of CAST) and student learning.  
 Weekly meetings with design team to debrief student data results and create the next week's monitoring and feedback cycle.  
 Monitoring attendance, tardies and discipline of students and taking appropriate action to resolve the issues.  
 Monitoring teacher referrals and providing professional development in classroom management.

#### **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**

Data Sources: IOWA, FCAT and EOC, curriculum guide assessments (CGAs) and pre-cast exams, iReady, DAR, Decoding Placement Test, teacher grades, attendance records, referral data, PERT, ACT, SAT, CAST, District timed writing.

Management Systems: CAST, Inform, Genesis, OnCourse. Weekly design team meetings focused on each areas' new data and next steps to increase student learning and decrease learning obstacles.

Reading coach uses a coaching cycle.

12th grade English, math and science are providing post-secondary readiness activities in daily lesson plans.

Career and Technical Education classes are conducting daily high-level thinking activities as warm-up for their classes.

Lowest level students in reading are placed in a blocked reading/ELA class.

11th and 12th grade students who have not passed the FCAT in reading or are not PSR in Math take Retake reading course and/or math college readiness course and ACT/SAT course.

After school tutoring is provided for students Mondays, Tuesdays and Thursdays or with an appointment.

Incentive programs are in place for students who successfully becoming post-secondary ready and who pass the reading FCAT, EOCs and get industry certified.

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

During pre-planning, the principal informed the staff on current data and goals in each area. These are addressed in school-based professional development sessions, in weekly PLC meetings, leadership team meetings and in one-on-one conferences with teachers using their individual professional development plans, the most recent data and CAST informal observations.

Parents were informed at the Open House general assembly of the schools current data and the school's performance goals.

Regular SAC and PTSA meetings are advertised using the school messenger system.

### **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:** 8,320

Provide one hour tutoring sessions for students in English, math, and science classes two day/week before and after school.

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

- Instruction in core academic subjects

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

Sign-in sheets of students attending and their scores on EOC and FCAT.

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

Design Team

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 975

Provide students an activity period every other Wednesday that they choose to attend. Activities include college clubs, scholarship clubs, book clubs, art, guitar, etc.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

Monitoring CGA scores

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

Design team

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Pamela White	Department Chair of Social Studies
Sekou Smith	Department Chair of Math
Russell Henderlite	Department Chair of Science
Gary Techentien	Department Chair of English
Maribel Hettrick	Department Chair of Foreign Language
Charlie Tullington	Department Chair of Communications
Dorothy Yarborough	Department Chair of Cosmetology
Bart Parramore	Department Chair of Automotive
Gilbert Gregg III	Department Chair of Aviation
Tom Perkins	Department Chair of Culinary
Gwen White	Department Chair of Early Childhood
Denise Boddie	Reading Coach
Jessica Parrish	Administrator

**How the school-based LLT functions**

LLT meets monthly to discuss overarching school goals in reading, mathematics and how to employ the best teaching strategies in a cross-curricular environment to reach our goals.

**Major initiatives of the LLT**

The major tasks of the LLT are to show an increase in the FCAT scores of our lowest quartile in reading and mathematics, as well as to enrich the instructional practices and student accountability for our level 3, 4, and 5 students so that they continue to grow academically throughout the year. LLT meets to discuss student learning and effective common assessments.

## Every Teacher Contributes to Reading Instruction

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

The Design Team (Administrative Team) and the Literacy Team (LLT) will identify at least two research based high yield reading strategies (e.g. annotating a text [coding the text] and QAR: Question Answer Relationships [making connections to the text]) to incorporate into all content areas. It is an expectation that the strategies are modeled for the students and used throughout the school year. There should be evidence in the teacher's lesson plans, in their instructional delivery, and in the students' work showing that the strategies are being used. Every teacher will receive professional development on the two identified reading strategies and receive additional assistance (modeling, co-teaching) from the reading coach as needed.

CET teachers have a binder of carefully selected critical thinking skills activities to give their students on a daily basis for the school year. Each activity takes approximately 15 minutes for the teacher to introduce and the students to complete and the teacher to discuss. These activities are monitored by the Reading Coach and Administrative team on an ongoing basis to ensure that reading instruction occurs in all academy courses across our campus.

## 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

All academies are scheduled in Cohorts. Academic teachers and CTE teachers meet weekly to provide integrated lessons related to the Academies. Instructional Focus lessons for CTE teachers are developed to coordinate vocabulary through the CTE curriculum. Many times a student's schedule is less flexible than one might imagine. However, students are encouraged to enter an AP/Honors track of core courses. Accelerated programs are taken concurrently with CTE classes. CTE teachers encourage college attendance for Academy students. Guidance staff arranges college admissions information night, Financial Aid night and a constant schedule of visiting college recruiters. Parents as well as students are invited to college visits and recruiting information days. All students are counseled through their assigned Guidance Counselor towards Career planning, both in the course work they are taking and their academy classes.

In an

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

Many times a student's schedule is less flexible than one might imagine. However, students are encouraged to enter an AP/Honors track of core courses. Accelerated programs are taken concurrently with CTE classes. CTE teachers encourage college attendance for Academy students. Guidance staff arranges college admissions information night, Financial Aid night and a constant schedule of visiting college recruiters. Parents as well as students are invited to college visits and recruiting information days. All students are counseled through their assigned Guidance Counselor towards Career planning, both in the course work they are taking and their academy classes.

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

In an effort to increase the number of college ready graduates Frank H. Peterson has increased the number of students taking SLS. Working with FSCJ we have increased the number of students taking Dual Enrollment classes through CTE. . Senior English, math and science teachers are prepping

students for the PERT. A counselor is assigned to the senior class to monitor graduation. A graduation coach is a part of the faculty and monitors postsecondary readiness. The graduation coach oversees the after school ACT/SAT crash course for reading and math, meets with students and parents, and schedules PERT test administration. Students who are not college ready are enrolled in an ACT/SAT course to prepare them for the ACT, SAT or PERT.

## 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	49%	45%	No	54%
American Indian				
Asian	52%	67%	Yes	57%
Black/African American	38%	34%	No	45%
Hispanic	49%	43%	No	54%
White	59%	58%	No	63%
English language learners	22%	16%	No	30%
Students with disabilities	33%	33%	Yes	39%
Economically disadvantaged	46%	42%	No	51%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	139	27%	29%
Students scoring at or above Achievement Level 4	70	13%	15%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	525	61%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	132	67%	70%

#### 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)	17	74%	77%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	57%	60%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	61%	64%

**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.	162	65%	70%

**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	512	65%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**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	42%	54%	Yes	48%
American Indian				
Asian				
Black/African American	32%	45%	Yes	39%
Hispanic	65%	57%	No	69%
White	43%	63%	Yes	48%
English language learners				
Students with disabilities	32%	32%	Yes	39%
Economically disadvantaged	37%	51%	Yes	43%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	286	69%	73%
Students in lowest 25% making learning gains (EOC)	302	73%	73%



**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.	75	34%	39%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	26%	43%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	105	39%	44%
Students scoring at or above Achievement Level 4	43	16%	16%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	118	50%	55%
Students scoring at or above Achievement Level 4	54	23%	28%

**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)	4		6
Participation in STEM-related experiences provided for students	66	78%	95%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	108	9%	14%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		9%	14%
Students taking one or more advanced placement exams for STEM-related courses	87	8%	13%
CTE-STEM program concentrators	21		30
Students taking CTE-STEM industry certification exams	8		1%
Passing rate (%) for students who take CTE-STEM industry certification exams		37%	42%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1014	100%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	291	37%	38%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		51%	55%
Students taking CTE industry certification exams	233	21%	22%
Passing rate (%) for students who take CTE industry certification exams		88%	90%
CTE program concentrators	1014	49%	51%
CTE teachers holding appropriate industry certifications	19	100%	94%

**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	77	8%	4%
Students in ninth grade with one or more absences within the first 20 days	14	5%	3%
Students in ninth grade who fail two or more courses in any subject	63	23%	20%
Students with grade point average less than 2.0	116	11%	6%
Students who fail to progress on-time to tenth grade	19	7%	4%
Students who receive two or more behavior referrals	190	19%	14%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	13	1%	0%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	65	28%	23%
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)	194	80%	85%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	48	79%	84%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	167	72%	77%

**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 Title 1 Parent Activities/Workshops by 5% and increase the number of parents that will attend the Parent Academy.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents attending Title 1 Parent Activities/Workshops	193	18%	23%

**Area 10: Additional Targets**

**Additional targets for the school**

Industry Certifications--Students in each academy who take and pass industry certifications. Actual is number of students who attempted certification. Actual % is % students who passed the certification exam.

Safety Goal- Provide a safe environment for all students, staff, parents and stakeholders present on campus. Adhere to requirement of providing monthly drills to increase the effectiveness of school evacuations. Actual number is the number of monthly drills from the previous year. Actual % is % of monthly drills that occurred from the previous year.

### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Agricultural Biotechnology Certification	1	20%	25%
ASE Automobile/Light Truck Technician: Brakes	7	0%	5%
ASE Collision Repair & Refinishing Technician: Mechanical & Electrical Components	2	0%	5%
FAA Ground School	3	100%	100%
Adobe (ACA) Photoshop	135	82%	87%
Adobe (ACA) Dreamweaver	9	44%	49%
Adobe (ACA) Flash	12	4%	33%
Adobe (ACA) PremierePro	34	76%	81%
Cosmetologist	5	100%	100%
ServSafe	93	100%	100%
SafeStaff	89	89%	100%
Prostart	11	100%	100%
Introductory Child Care Training Certificates	13	100%	100%
Monthly Drills	12	100%	100%

## Goals Summary

- G1.** Increase the rigor in Honors English I and English II to ensure that students are challenged academically to keep their learning gains momentum. This will be accomplished by incorporating at or above grade-level text literature circles or novel studies.
- G2.** To increase the percentage of students earning a level 4 on FCAT Writing.
- G3.** To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment.
- G4.** To increase the postsecondary readiness in reading by 5% which is 70% and to increase the postsecondary readiness in math by 5% which is 42%.
- G5.** to increase the postsecondary readiness of at-risks students in reading and math by 5%
- G6.** We will reduce our achievement gap by 25%
- G7.** We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.
- G8.** To increase the number of students who take industry certification exams
- G9.** Increase the percentage of students performing at the level proficiency on the Biology I EOC exam by 5%.
- G10.** To ensure that all students continue to make yearly academic gains in reading and students in the lowest 25-percentile will continue to make adequate progress that meet or exceed adequate yearly learning gains on the FCAT 2.0 Reading assessment.
- G11.** To decrease absences and increase classroom instructional contact time.
- G12.** Implement Restorative Justice to decrease suspension rate.
- G13.** Learning gains will increase from 69% to 73%.
- G14.**
- G15.** Increase the percentage of students showing proficiency in math from 26% to 48% on the Algebra EOC
- G16.** The number of students scoring proficiency on the Geometry EOC will increase from 56% to 61%.

## Goals Detail

**G1.** Increase the rigor in Honors English I and English II to ensure that students are challenged academically to keep their learning gains momentum. This will be accomplished by incorporating at or above grade-level text literature circles or novel studies.

### Targets Supported

### Resources Available to Support the Goal

- This will be accomplished by incorporating at or above grade-level text literature circles or novel studies.

### Targeted Barriers to Achieving the Goal

- Putting together a separate lesson plan for the honors ELA sections.

### Plan to Monitor Progress Toward the Goal

Looking at the level of rigor within the ELA honors classrooms.

### Person or Persons Responsible

Administration and Reading Coach

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Lesson plans, student work, performance on assessment (teacher-made and district mandated).

**G2.** To increase the percentage of students earning a level 4 on FCAT Writing.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Burn additional CDs for the 2013 FCAT Writing Peterson CD for 10th grade ELA teachers to use as a guide for anchor sets. District-provided writing resources for teachers leading up to the FCAT Writing date.

### Targeted Barriers to Achieving the Goal

- Teachers not willing to try various forms of pedagogy when it comes to teaching writing. Also, various levels of teaching experience plays a part in how well the writing process will be taught to the students.

### Plan to Monitor Progress Toward the Goal

To increase the number of students scoring a level 4 on FCAT Writing.

#### Person or Persons Responsible

Administrator, Reading Coach, and English II teachers

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Lesson plans, Instructional delivery/modeling, student work samples, district timed writing (January 2014), FCAT Writing (March 2014).

**G3.** To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment.

#### Targets Supported

#### Resources Available to Support the Goal

- ESOL paraprofessional, ensure that EL student has language appropriate dictionary, and the necessary accommodations on classwork and assessments to be successful.

#### Targeted Barriers to Achieving the Goal

- Teachers who are not ESOL endorsed.

### Plan to Monitor Progress Toward the Goal

#### Person or Persons Responsible

#### Target Dates or Schedule:

#### Evidence of Completion:

**G4.** To increase the postsecondary readiness in reading by 5% which is 70% and to increase the postsecondary readiness in math by 5% which is 42%.

#### Targets Supported

#### Resources Available to Support the Goal

- Students will be enrolled in ACT/SAT courses, will have the opportunity to participate in after school tutoring in math and reading. Parents and students will receive PSR newsletters regarding information about testing tips. Students who are PSR in both reading and math and receive industry certification will receive special recognition with an honorary "Earn Your Wings" medallion for graduation

#### Targeted Barriers to Achieving the Goal

**Plan to Monitor Progress Toward the Goal**

Postsecondary test scores by grade and by academy

**Person or Persons Responsible**

Graduation Coach and high school counselor

**Target Dates or Schedule:**

After each test administration, a report will be updated and presented to design team

**Evidence of Completion:**

Data notebook which includes ACT/SAT tutor courses, student sign-in forms, copies of tests, registration tickets, student waiver documentation

**G5. to increase the postsecondary readiness of at-risks students in reading and math by 5%**

**Targets Supported**

**Resources Available to Support the Goal**

- ACT/SAT tutoring after school, mentoring program, parent contact, PSR newsletter for students and teachers

**Targeted Barriers to Achieving the Goal**

**Plan to Monitor Progress Toward the Goal**

Students eligible for waivers will be contacted. Students will be encouraged to participate in after school tutoring program

**Person or Persons Responsible**

graduation coach

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

data notebook: logs of student contacts, parent calls, tutoring attendance forms

**G6. We will reduce our achievement gap by 25%**

**Targets Supported**

**Resources Available to Support the Goal**

- Intensive math classes to support struggling students.
- Carnegie Learning program for struggling math students.

**Targeted Barriers to Achieving the Goal**

- Lack of student motivation.



## Plan to Monitor Progress Toward the Goal

CGA's will be monitored

### Person or Persons Responsible

Principal

### Target Dates or Schedule:

Weekly

### Evidence of Completion:

tracking CGA's for mastery of standards

**G7.** We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.

### Targets Supported

### Resources Available to Support the Goal

- The resources to enable us to reach this goal would be for weekly common planning, the support of a reading coach and district reading specialist, specialized assessments such as the IOWA and Decoding Placement Test to help determine specific gap in the student's reading foundation. SRA Corrective materials are used in the Reading Enrichment classes to reinforce fundamental reading skills that students may be lacking. Weekly common planning meetings with the reading coach and/or district specialist to provide teachers with additional skills, strategies, techniques, and methodologies to use with their students in the classroom.

### Targeted Barriers to Achieving the Goal

- Teachers lack of understanding of how to read and understand data not only by benchmark, but also by subgroup.

## Plan to Monitor Progress Toward the Goal

We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.

### Person or Persons Responsible

Administration, Reading Coach, and teachers

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

District and state assessments.

**G8. To increase the number of students who take industry certification exams**

**Targets Supported**

**Resources Available to Support the Goal**

- CTE instructor knowledge, practice exams

**Targeted Barriers to Achieving the Goal**

- Funding for vouchers to test students for industry certification pretests and industry certification tests

**Plan to Monitor Progress Toward the Goal**

Increase in number of students eligible for testing by looking at academic data and pretest data

**Person or Persons Responsible**

Each academy cohort teachers

**Target Dates or Schedule:**

Changes will be determined based on biweekly meetings

**Evidence of Completion:**

Data comparisons will be viewed and analyzed

**G9. Increase the percentage of students performing at the level proficiency on the Biology I EOC exam by 5%.**

**Targets Supported**

- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- Common Planning District Science Specialist Inform/Insight

**Targeted Barriers to Achieving the Goal**

- Comprehension of level 1 and 2 students who might have difficulty grasping the concepts.

**Plan to Monitor Progress Toward the Goal**

Increase student proficiency on EOC exam by 5%.

**Person or Persons Responsible**

Biology Teachers, Principal, Assistant Principal, District Science Specialist

**Target Dates or Schedule:**

Data chats during common planning and quarterly CGA's.

**Evidence of Completion:**

End-of-year EOC assessment.

**G10.** To ensure that all students continue to make yearly academic gains in reading and students in the lowest 25-percentile will continue to make adequate progress that meet or exceed adequate yearly learning gains on the FCAT 2.0 Reading assessment.

**Targets Supported**

**Resources Available to Support the Goal**

- Reading enrichment class resources that would assist in these goals would be the Edge curriculum, the Apple iLit curriculum, and Plugged Into Reading curriculum. The Reading Coach will also provide weekly common planning sessions with a relevant focus. The District Specialist will also provide weekly support to the reading coach and teachers.

**Targeted Barriers to Achieving the Goal**

- Not all teachers have their reading endorsement or are CAR-PD trained to support struggling readers or understand strong literacy pedagogy.

**Plan to Monitor Progress Toward the Goal**

To ensure that all students continue to make yearly academic gains in reading and students in the lowest 25-percentile will continue to make adequate progress that meet or exceed adequate yearly learning gains on the FCAT 2.0 Reading assessment.

**Person or Persons Responsible**

Teachers, Reading Coach, Reading Specialist, Administration

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

District Assessments, FCAT 2.0 assessment, teacher-made assessments, student work, lesson plans, classroom observations.

**G11.** To decrease absences and increase classroom instructional contact time.

**Targets Supported**

- EWS
- EWS - High School

**Resources Available to Support the Goal**

- OnCourse and Genesis attendance daily summaries.
- Formation of an Attendance Intervention Team, to consist of the student's: dean, counselor, parent(s), and interventionist. Student/Parent Attendance Contract

**Targeted Barriers to Achieving the Goal**

- Student/Teacher conflict, Student/Student conflict
- Transportation Issues, Family Issues/Obligations

## Plan to Monitor Progress Toward the Goal

Daily attendance

### Person or Persons Responsible

Dean

### Target Dates or Schedule:

Daily

### Evidence of Completion:

Decrease in absences recorded on OnCourse and/or Genesis

## G12. Implement Restorative Justice to decrease suspension rate.

### Targets Supported

- EWS
- EWS - High School

### Resources Available to Support the Goal

- Restorative Justice Team: Deans, Faculty Sponsor, six Seniors, and six Juniors Meetings to be held twice a month during Club Day (school hours)

### Targeted Barriers to Achieving the Goal

- Student absence and/or non-compliance

## Plan to Monitor Progress Toward the Goal

Restorative Justice meetings

### Person or Persons Responsible

Deans

### Target Dates or Schedule:

Twice per month

### Evidence of Completion:

Decrease in referrals for students who have been referred to Restorative Justice

## G13. Learning gains will increase from 69% to 73%.

### Targets Supported

### Resources Available to Support the Goal

- Carnegie Learning, Double blocked math classes, iReady

### Targeted Barriers to Achieving the Goal

- Transition to Algebra 1 EOC from FCAT math.

## Plan to Monitor Progress Toward the Goal

Monitor data from CGA's and common assessments

### Person or Persons Responsible

Principal

### Target Dates or Schedule:

Weekly

### Evidence of Completion:

CGA data and common assessment data

## G14.

### Targets Supported

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

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

## G15. Increase the percentage of students showing proficiency in math from 26% to 48% on the Algebra EOC

### Targets Supported

- Algebra 1 EOC

### Resources Available to Support the Goal

- Carnegie Learning
- team teaching
- common planning

### Targeted Barriers to Achieving the Goal

- Lack of prerequisite knowledge

### Plan to Monitor Progress Toward the Goal

CGA's and common assessments will be tracked for mastery of standards.

**Person or Persons Responsible**

Principal and Math Coach

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Tracking chart.

**G16.** The number of students scoring proficiency on the Geometry EOC will increase from 56% to 61%.

**Targets Supported**

- Geometry EOC

**Resources Available to Support the Goal**

- Common planning
- common assessments and focus lessons

**Targeted Barriers to Achieving the Goal**

- Lack of prerequisite knowledge

### Plan to Monitor Progress Toward the Goal

Common assessments and exit slips will demonstrate mastery

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Grades on common assessments and exit slips

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the rigor in Honors English I and English II to ensure that students are challenged academically to keep their learning gains momentum. This will be accomplished by incorporating at or above grade-level text literature circles or novel studies.

**G1.B1** Putting together a separate lesson plan for the honors ELA sections.

**G1.B1.S1** Reading Coach will meet with honors teachers on a weekly basis to brainstorm and write enhanced lesson plans.

### Action Step 1

Common Planning

#### Person or Persons Responsible

Honors ELA teachers with Reading Coach

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans and classroom observations.

#### Facilitator:

Denise Boddie, Reading Coach

#### Participants:

ELA I and II teachers

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

Rigor is being infused in English I and II honors classes

#### Person or Persons Responsible

Administration and Reading Coach

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Lesson plans, instructional delivery, and student work.

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

Rigor is being infused in English I and II honors classes

### Person or Persons Responsible

Administration and Reading Coach

### Target Dates or Schedule

Monthly

### Evidence of Completion

Lesson plans, instructional delivery, and student work.

## G2. To increase the percentage of students earning a level 4 on FCAT Writing.

**G2.B1** Teachers not willing to try various forms of pedagogy when it comes to teaching writing. Also, various levels of teaching experience plays a part in how well the writing process will be taught to the students.

**G2.B1.S1** Reading Coach will use common planning to teach writing strategies with a particular focus for teachers to take back to their classrooms. Reading Coach will model for teachers classes as necessary.

### Action Step 1

To increase the percentage of students earning a level 4 on FCAT Writing.

### Person or Persons Responsible

English II teachers and Reading Coach

### Target Dates or Schedule

Weekly

### Evidence of Completion

Lesson plans, student work samples, and instructional delivery/modeling.

### Facilitator:

Denise Boddie, Reading Coach

### Participants:

English II teachers



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

To increase the percentage of students earning a level 4 on FCAT Writing.

**Person or Persons Responsible**

Administration and Reading Coach

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student work, lesson plans, and instructional delivery during classroom visits.

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

To increase the percentage of students earning a level 4 on FCAT Writing.

**Person or Persons Responsible**

Administration and Reading Coach

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson plans, student work samples, District Timed Writing January 2014.

**G3.** To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment.

**G3.B1** Teachers who are not ESOL endorsed.

**G3.B1.S1** All classes on a daily basis is evidence of reading, talking and writing for all students. This will give EL students continuous practice with additional help from the ESOL paraprofessional in the classroom.

**Action Step 1**

To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment.

**Person or Persons Responsible**

All teachers with EL students in their classes, ESOL paraprofessional, Administration, and Reading Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans, instruction delivery/modeling, student performance/student work, and classroom observation.

**Facilitator:**

District provided ESOL endorsement training

**Participants:**

All teachers with EL students

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

To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans, students work, student performance, and classroom observations.

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

To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lesson plans, students performance on the CELLA and FCAT 2.0 in Spring 2014, student work, classroom observation.

## G6. We will reduce our achievement gap by 25%

### G6.B1 Lack of student motivation.

**G6.B1.S1** Cohort lesson planning within the academies to help students understand relevance to the subject.

### Action Step 1

Cohort schedule with in every academy

### Person or Persons Responsible

Assistant Principal of Curriculum

### Target Dates or Schedule

Summer

### Evidence of Completion

Apparent in master schedule

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

Regular scheduled meetings to observe common planning

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Shared lesson plans

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

Monitor student grades, attendance and test scores

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Grade, attendance and EOC records

**G7.** We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.

**G7.B1** Teachers lack of understanding of how to read and understand data not only by benchmark, but also by subgroup.

**G7.B1.S1** Weekly common planning to not only address the needs of the curriculum and assessments, but also understand what to do with the assessment data once it is uploaded onto Inform. Teaching teachers how to use the data to drive instruction, differentiate instruction, create groupings, and drill down instruction to a deeper level to enrich those students who understand the concept and to reteach concepts for those who need the concept explained in a different manner all together.

**Action Step 1**

We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.

**Person or Persons Responsible**

Teachers, Reading Coach and Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson planning, instructional delivery, student work, and classroom observation.

**Facilitator:**

Reading Coach

**Participants:**

All teachers

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

We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.

**Person or Persons Responsible**

Reading Coach and Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson planning, student work, and instructional delivery.

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

We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.

#### Person or Persons Responsible

Teachers, Reading Coach, District Specialist, and Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Teacher-made assessments, district assessments, and student work.

### G8. To increase the number of students who take industry certification exams

#### G8.B1 Funding for vouchers to test students for industry certification pretests and industry certification tests

##### G8.B1.S1 Request assistance from Advisory Boards/Business Partners

#### Action Step 1

Meeting with Advisory Boards tied to specific career academies

#### Person or Persons Responsible

Career Academy cohort team

#### Target Dates or Schedule

Ongoing 2013-2014 school year

#### Evidence of Completion

Based on quarterly advisory board meetings

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

Business partners, staff, parental and student surveys as well as data will drive the action plan

#### Person or Persons Responsible

Assistant Principal, lead teacher of each academy and the Advisory Board Chairperson

#### Target Dates or Schedule

Minimum of quarterly for each academy

#### Evidence of Completion

The evidence will be based on the number of industry certification tests as well as action items that will need improving based on surveys and data

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

Each academy lead teacher and designated Assistant Principal will provide feedback of number of students that show proficiency in reading and math that also show eligibility for industry certification and post secondary education readiness

#### Person or Persons Responsible

Each academy lead teacher and Career Academy Cohort members

#### Target Dates or Schedule

Biweekly

#### Evidence of Completion

Increased number of students eligible to take industry certification tests as well as post secondary readiness

### Plan to Monitor Fidelity of Implementation of G8.B1.S2

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

### Plan to Monitor Effectiveness of G8.B1.S2

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

**G9.** Increase the percentage of students performing at the level proficiency on the Biology I EOC exam by 5%.

**G9.B1** Comprehension of level 1 and 2 students who might have difficulty grasping the concepts.

**G9.B1.S1** Utilizing CGA data from Inform/Insight, create FCIM calendars to implement focus mini-lessons.

**Action Step 1**

Utilizing CGA data from Inform/Insight, create FCIM calendars to implement focus mini-lessons.

**Person or Persons Responsible**

Biology Teachers, Principal, Assistant Principal, District Science Specialist

**Target Dates or Schedule**

Using quarterly CGA assessments, analyze and monitor student achievement levels.

**Evidence of Completion**

Student performance on quarterly CGA's.

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

Increase student proficiency on the Biology I EOC exam by 5%.

**Person or Persons Responsible**

Biology Teachers, Principal, Assistant Principal, District Science Specialist

**Target Dates or Schedule**

Data chats during common planning and quarterly CGA's.

**Evidence of Completion**

Quarterly CGA's and end-of-year EOC assessment.

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

Increase the student proficiency on the EOC exam by 5%.

**Person or Persons Responsible**

Biology Teachers, Principal, Assistant Principal, District Science Specialist

**Target Dates or Schedule**

Data chats during common planning meetings.

**Evidence of Completion**

Quarterly CGA's and end-of-year EOC assessment.



**G9.B1.S2** With assistance from District Science Specialist, utilize common planning to imbed gradual release into lesson plans.

**Action Step 1**

With assistance from District Science Specialist, utilize common planning to imbed gradual release into lesson plans.

**Person or Persons Responsible**

Biology Teachers, Principal, Assistant Principal, District Science Specialist

**Target Dates or Schedule**

During common planning meetings

**Evidence of Completion**

Student performance on quarterly CGA's and end-of-year EOC assessment.

**Plan to Monitor Fidelity of Implementation of G9.B1.S2**

Increase student proficiency on the Biology I EOC exam by 5%.

**Person or Persons Responsible**

Biology Teachers, Principal, Assistant Principal, District Science Specialist

**Target Dates or Schedule**

Data chats during common planning and quarterly CGA's.

**Evidence of Completion**

Quarterly CGA's and end-of-year EOC assessment.

**Plan to Monitor Effectiveness of G9.B1.S2**

Increase the student proficiency on the EOC exam by 5%.

**Person or Persons Responsible**

Biology Teachers, Principal, Assistant Principal, District Science Specialist

**Target Dates or Schedule**

Data chats during common planning meetings.

**Evidence of Completion**

Quarterly CGA's and end-of-year EOC assessment.

**G10.** To ensure that all students continue to make yearly academic gains in reading and students in the lowest 25-percentile will continue to make adequate progress that meet or exceed adequate yearly learning gains on the FCAT 2.0 Reading assessment.

**G10.B1** Not all teachers have their reading endorsement or are CAR-PD trained to support struggling readers or understand strong literacy pedagogy.

**G10.B1.S1** Weekly purposeful common planning session centered around unwrapping a benchmark, analyzing data, discussing student work, and the coach coming into classrooms to model instructional delivery to high needs students for teachers to gain a better understanding of how to reach all students and their needs.

### **Action Step 1**

To ensure that all students continue to make yearly academic gains in reading and students in the lowest 25-percentile will continue to make adequate progress that meet or exceed adequate yearly learning gains on the FCAT 2.0 Reading assessment.

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

Teachers, Reading Coach, Reading Specialist, and Administration

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

Ongoing

#### **Evidence of Completion**

Classroom visits, lesson plans, teacher-made assessments, district baseline assessment data.

#### **Facilitator:**

Reading Coach

#### **Participants:**

ELA and Reading teachers

## **Action Step 2**

To ensure that all students continue to make yearly academic gains in reading and students in the lowest 25-percentile will continue to make adequate progress that meet or exceed adequate yearly learning gains on the FCAT 2.0 Reading assessment.

### **Person or Persons Responsible**

Teachers, Reading Coach, Reading Specialist, and Administration

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Classroom visits, lesson plans, teacher-made assessments, district baseline assessment data.

### **Facilitator:**

Reading Coach

### **Participants:**

ELA and Reading teachers

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

To ensure that all students continue to make yearly academic gains in reading and students in the lowest 25-percentile will continue to make adequate progress that meet or exceed adequate yearly learning gains on the FCAT 2.0 Reading assessment.

### **Person or Persons Responsible**

Reading Coach and Administration

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Lesson Planning, teach-made assessments, quarterly district assessments, student work, and instructional delivery.

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

To ensure that all students continue to make yearly academic gains in reading and students in the lowest 25-percentile will continue to make adequate progress that meet or exceed adequate yearly learning gains on the FCAT 2.0 Reading assessment.

### Person or Persons Responsible

Reading Coach and Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Classroom visits, lesson plans, district assessment (quarterly) performance, teacher-made assessments, student work, instructional delivery.

**G11.** To decrease absences and increase classroom instructional contact time.

**G11.B1** Student/Teacher conflict, Student/Student conflict

**G11.B1.S1** Work with teachers on their CHAMPS and Foundations lesson plans

### Action Step 1

Register teachers for Champs training

#### Person or Persons Responsible

Teachers with classroom management issues

#### Target Dates or Schedule

When training is scheduled

#### Evidence of Completion

Administrative evaluations

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

Classroom management

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Informal Evaluations

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

Classroom management

**Person or Persons Responsible**

Dean

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Few to no referrals

### G11.B1.S2 Schedule Change as applicable

**Action Step 1**

Schedule change

**Person or Persons Responsible**

Student(s)

**Target Dates or Schedule**

When conflict is ongoing

**Evidence of Completion**

Student written statements, Teacher written statements

**Plan to Monitor Fidelity of Implementation of G11.B1.S2**

Schedule change

**Person or Persons Responsible**

Counselor

**Target Dates or Schedule**

When applicable

**Evidence of Completion**

Genesis

**Plan to Monitor Effectiveness of G11.B1.S2**

Schedule change

**Person or Persons Responsible**

Dean

**Target Dates or Schedule**

Daily

**Evidence of Completion**

When no other issues arise

**Plan to Monitor Fidelity of Implementation of G11.B2.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G11.B2.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G11.B2.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G11.B2.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G12. Implement Restorative Justice to decrease suspension rate.**

**G12.B1 Student absence and/or non-compliance**

**G12.B1.S1 Providing a safe and secure environment that encourages students to communicate.**

**Action Step 1**

Restorative Justice Team

**Person or Persons Responsible**

Dean, Faculty Sponsor, six Seniors, six Juniors

**Target Dates or Schedule**

Twice per month

**Evidence of Completion**

Written documentation

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

Restorative Justice Meetings

**Person or Persons Responsible**

Deans

**Target Dates or Schedule**

Twice per month

**Evidence of Completion**

Written documentation of all students involved and the outcome

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

Restorative Justice Meetings

**Person or Persons Responsible**

Deans

**Target Dates or Schedule**

Twice per month

**Evidence of Completion**

Chart progress (decrease in discipline issues) of each student referred to Restorative Justice



**G13.** Learning gains will increase from 69% to 73%.

**G13.B1** Transition to Algebra 1 EOC from FCAT math.

**G13.B1.S1** Double block students in intensive math and Algebra 1.

**Action Step 1**

develop double block in master schedule

**Person or Persons Responsible**

Assistant Principal for Curriculum

**Target Dates or Schedule**

Summer 2013

**Evidence of Completion**

Master Schedule

**Plan to Monitor Fidelity of Implementation of G13.B1.S1**

Review master schedule

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

master schedule

**Plan to Monitor Effectiveness of G13.B1.S1**

Walk through observations and common planning with Algebra 1 teacher and Intensive math teacher

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

lesson plans will reflect common planning and shared objectives.

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G13.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G13.B1.S3

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G15.** Increase the percentage of students showing proficiency in math from 26% to 48% on the Algebra EOC

**G15.B1** Lack of prerequisite knowledge

**G15.B1.S1** Double block students to work on prerequisite knowledge

**Action Step 1**

Level one and two students will be double blocked in intensive math and Algebra 1

**Person or Persons Responsible**

APC

**Target Dates or Schedule**

Throughout the year

**Evidence of Completion**

master schedule

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

Review master schedule and monitor classes

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

weekly

**Evidence of Completion**

Observation instrument

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

Track CGA's and common assessment for student proficiency

**Person or Persons Responsible**

Principal, math coach

**Target Dates or Schedule**

weekly

**Evidence of Completion**

Data chats with teachers.

### **Plan to Monitor Fidelity of Implementation of G15.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### **Plan to Monitor Effectiveness of G15.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G16.** The number of students scoring proficiency on the Geometry EOC will increase from 56% to 61%.

**G16.B1** Lack of prerequisite knowledge

**G16.B1.S1** Focus lessons daily to review prerequisite knowledge

**Action Step 1**

Teachers will write focus lessons based on skills needed for future lessons

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

weekly

**Evidence of Completion**

Lessons will appear in daily lesson plans

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

Classroom observations and lesson plans

**Person or Persons Responsible**

Principal and math coach

**Target Dates or Schedule**

Daily

**Evidence of Completion**

CAST observation completion and lesson plans.

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

Common assessments will demonstrate mastery

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Grades on assessments and daily exit slips.

## Coordination and Integration

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

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

Title I funds will be used to purchase additional support for lower performing students in the means of reading and math teachers. SAI will be utilized to provide RTI as needed by students. CTE funds will be used to purchase field trips, training and equipment for specialized programs. Magnet school money will be used to purchase part time hourly teaching positions to assist in meeting industry certifications. State and local funds will be used to purchase teachers, support staff and supplies.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** Increase the rigor in Honors English I and English II to ensure that students are challenged academically to keep their learning gains momentum. This will be accomplished by incorporating at or above grade-level text literature circles or novel studies.

**G1.B1** Putting together a separate lesson plan for the honors ELA sections.

**G1.B1.S1** Reading Coach will meet with honors teachers on a weekly basis to brainstorm and write enhanced lesson plans.

### **PD Opportunity 1**

Common Planning

#### **Facilitator**

Denise Boddie, Reading Coach

#### **Participants**

ELA I and II teachers

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

Weekly

#### **Evidence of Completion**

Lesson plans and classroom observations.

**G2.** To increase the percentage of students earning a level 4 on FCAT Writing.

**G2.B1** Teachers not willing to try various forms of pedagogy when it comes to teaching writing. Also, various levels of teaching experience plays a part in how well the writing process will be taught to the students.

**G2.B1.S1** Reading Coach will use common planning to teach writing strategies with a particular focus for teachers to take back to their classrooms. Reading Coach will model for teachers classes as necessary.

**PD Opportunity 1**

To increase the percentage of students earning a level 4 on FCAT Writing.

**Facilitator**

Denise Boddie, Reading Coach

**Participants**

English II teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans, student work samples, and instructional delivery/modeling.



**G3.** To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment.

**G3.B1** Teachers who are not ESOL endorsed.

**G3.B1.S1** All classes on a daily basis is evidence of reading, talking and writing for all students. This will give EL students continuous practice with additional help from the ESOL paraprofessional in the classroom.

### **PD Opportunity 1**

To support our EL students in the areas of listening, speaking, reading, and writing English so they can reach or exceed proficiency on the CELLA assessment.

#### **Facilitator**

District provided ESOL endorsement training

#### **Participants**

All teachers with EL students

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

Ongoing

#### **Evidence of Completion**

Lesson plans, instruction delivery/modeling, student performance/student work, and classroom observation.

**G7.** We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.

**G7.B1** Teachers lack of understanding of how to read and understand data not only by benchmark, but also by subgroup.

**G7.B1.S1** Weekly common planning to not only address the needs of the curriculum and assessments, but also understand what to do with the assessment data once it is uploaded onto Inform. Teaching teachers how to use the data to drive instruction, differentiate instruction, create groupings, and drill down instruction to a deeper level to enrich those students who understand the concept and to reteach concepts for those who need the concept explained in a different manner all together.

### **PD Opportunity 1**

We will continue to support our subgroups as it pertains to reading and their performance on the FCAT 2.0 so these students can become stronger, more proficient readers, thinkers, and learners.

#### **Facilitator**

Reading Coach

#### **Participants**

All teachers

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

Ongoing

#### **Evidence of Completion**

Lesson planning, instructional delivery, student work, and classroom observation.

**G10.** To ensure that all students continue to make yearly academic gains in reading and students in the lowest 25-percentile will continue to make adequate progress that meet or exceed adequate yearly learning gains on the FCAT 2.0 Reading assessment.

**G10.B1** Not all teachers have their reading endorsement or are CAR-PD trained to support struggling readers or understand strong literacy pedagogy.

**G10.B1.S1** Weekly purposeful common planning session centered around unwrapping a benchmark, analyzing data, discussing student work, and the coach coming into classrooms to model instructional delivery to high needs students for teachers to gain a better understanding of how to reach all students and their needs.

### **PD Opportunity 1**

To ensure that all students continue to make yearly academic gains in reading and students in the lowest 25-percentile will continue to make adequate progress that meet or exceed adequate yearly learning gains on the FCAT 2.0 Reading assessment.

#### **Facilitator**

Reading Coach

#### **Participants**

ELA and Reading teachers

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

Ongoing

#### **Evidence of Completion**

Classroom visits, lesson plans, teacher-made assessments, district baseline assessment data.

### **PD Opportunity 2**

To ensure that all students continue to make yearly academic gains in reading and students in the lowest 25-percentile will continue to make adequate progress that meet or exceed adequate yearly learning gains on the FCAT 2.0 Reading assessment.

#### **Facilitator**

Reading Coach

#### **Participants**

ELA and Reading teachers

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

Ongoing

#### **Evidence of Completion**

Classroom visits, lesson plans, teacher-made assessments, district baseline assessment data.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

### Budget Details

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

**G8. To increase the number of students who take industry certification exams**

**G8.B1** Funding for vouchers to test students for industry certification pretests and industry certification tests

**G8.B1.S1** Request assistance from Advisory Boards/Business Partners

**Action Step 1**

Meeting with Advisory Boards tied to specific career academies

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**