



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Samuel W. Wolfson High School

7000 POWERS AVE
Jacksonville, FL 32217
904-739-5265

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

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 70%
Alternative/ESE Center No	Charter School No	Minority Rate 75%

School Grades History

2013-14 PENDING	2012-13 B	2011-12 C	2010-11 C	2009-10 D
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Samuel W. Wolfson High School

Principal

Terrence Connor

School Advisory Council chair

Dr. Weltman

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

Name	Title
Megan Green	Assistant Principal
Megan Pardue	Assistant Principal
Emily Kristansen	Assistant Principal
Rhodesia Butler	Dean of Discipline
Vanessa Knight	Reading Coach
Walter Williams	Teacher
Jacquelyn Cinotti	Testing Chair
Katheryn Heller	Graduation Coach
Geraldine Fleming-Lockett	Guidance Counselor

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

Terrence Connor, Principal
 Tamauriance Brown, Student
 Lynne Baldwin, Community/Business member
 Jody Dughi, Community/Business member
 Estella Groover, Community/Business member
 Deja Lockett, Student
 Gere Lockett, Educational Support

George Peterson, Community/Business member
 Carrie Shecut, Parent
 Howard Stephens, Community/Business member
 Anthony Ware, Parent
 Tamara Ware, Parent
 Penina Weltman, Parent
 Rhodesia Butler, Educational Support
 Megan Green, Educational Support

Involvement of the SAC in the development of the SIP

Each year the SAC meets to discuss the School Improvement Plan to collect input. The input is then collected and included in the revisions to the SIP.

Activities of the SAC for the upcoming school year

The SAC participates in the Mid-year Stakeholders meeting to review current progress. The SAC will organize ways for the community to be involved in our school. Also, SAC will devise a plan for dispersing funds appropriately to meet the needs of the school and devise ideas for parent involvement and business partnerships.

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

The projected use of funds will go towards enhancing our Culinary Arts program by providing supplies and equipment. Also, in an effort to help our students become post-secondary ready for college funds will go towards incentives for our students.

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:

Terrence Connor

Principal

Years as Administrator: 7

Years at Current School: 1

Credentials

Performance Record

Megan Green

Asst Principal	Years as Administrator: 3	Years at Current School: 1
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Credentials

Bachelor of Arts Degree in English Literature, Master of Science Degree in Educational Leadership. School Principal Certification (All Levels)

Performance Record

Megan Pardue

Asst Principal	Years as Administrator: 2	Years at Current School: 2
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Credentials

Performance Record

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Vanessa Knight

Full-time / District-based	Years as Coach: 3	Years at Current School: 1
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Areas Reading/Literacy

Credentials

Bachelor's Degree in Liberal Studies (Communication, Linguistics, Literature)
 Bachelor's of Arts in Journalism
 Master's Degree in Reading

Performance Record

Katheryne Heller

Full-time / District-based	Years as Coach: 1	Years at Current School: 1
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Areas Other

Credentials

Bachelor's Degree Social Science Education
 Master's Degree in Counseling

Performance Record

Classroom Teachers

of classroom teachers

63

receiving effective rating or higher

56, 89%

Highly Qualified Teachers

90%

certified in-field

57, 90%

ESOL endorsed

13, 21%

reading endorsed

5, 8%

with advanced degrees

22, 35%

National Board Certified

3, 5%

first-year teachers

7, 11%

with 1-5 years of experience

13, 21%

with 6-14 years of experience

25, 40%

with 15 or more years of experience

18, 29%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

0, 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

The Administration provides ongoing professional development to retain and build highly-qualified capacity in each of our teachers. In the hiring process, we look for teachers who are aligned with the vision of "educating the whole child." We promote positive relationship building with the faculty and the students in each of their classes. Donna Morris is responsible for keeping our new teachers on track in the MINT program, and assigning each new teacher a mentor. We look for leadership

opportunities for our teachers to take on, and encourage our faculty to be the "model" within their department.

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 mission of the MINT Team is to provide a comprehensive induction program that will enhance retention, teacher quality, and ultimately student achievement.

The Vision is that DCPS will be a school system in which every student has a high-quality, effective teacher who is will prepared to foster student learning and achievement.

Mentors are assigned by considering subject/grade level, certification, common planning, proximity, and interpersonal skills. The first meeting is a general "getting to know" you and later asking mentors who they feel they can work best with. After the first couple of mentor/mentee meetings changes will be made if they feel it is not a good fit.

There is a Support Team Monthly schedule and at least 1 MINT Meeting a month with all Mentees. Support novice teachers by Quarterly CET observations, helping with first CAST Observation within 45 days . Registering for CHAMPS and ETHICS workshops.

Working with Novice teachers doing FOCUS observations in experienced teachers classrooms. Work with novice teachers to complete MINT requirements for certification.

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

School Instructional Leadership Team: This team is comprised of teachers from every core content area. The team analyzes both academic and behavioral data and provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, provides feedback and collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers.

Math & Reading Coaches/Interventionist: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on Research-based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, 2, and 3 intervention plans; works

directly with students, providing one-on one and small group instruction via classroom pull-outs and push-ins.

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

The team will utilize designated documentation to keep track of the progress made with students and individual grade level teams. The Problem Solving process will guide the team in deciding the type of intervention that is best suited for the individual child. This process will correlate with the School Improvement Plan. Weekly meetings to discuss the provision of MTSS (RTI) needs and progress, and to review the effects, successes, short-falls, and productivity of said processes with a focus on ensuring the students in need are provided with the most effective and essential support systems at the school's disposal.

Following guidelines structured around the four critical questions defined by Richard DuFour, the Leadership Team will work to develop and implement strategies to assist departmental professional learning communities, particularly to aid in the identification and provision of effective interventions to assist Tier 1, 2 and 3 students:

- What do we want students to know and be able to do?
- How will we know if they have learned it?
- What will we do when some of them have not met the standards?
- What will we do for students who have met the standard?

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

The MTSS team will meet with grade level teams to discuss how the formative assessments are gauging student understanding. During this time, supplemental and intensive support will be discussed and implemented when necessary in the form of pull out time, small group instruction, and conferencing. Through the coordinated subject area PLC's, team members were able to share ideas and provide collaboratively developed responses to a number of "guiding questions" intended to evoke thought and group conversation pertaining to the subjects listed in the SIP. Important Data is used by teachers to develop common formative assessments. It is also used to develop action plans to be set into motion as a preventative measure, keeping students from falling below the success mark.

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

Teachers will utilize formative assessments in the form of Knowledge Tickets or Exit Slips to gauge student understanding and mastery of the benchmarks in reading, mathematics, science, and writing. Teachers will use Team Referrals to document and intervene when students are displaying Class I offenses in behavior.

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

Meetings/Trainings will be held periodically with grade level teams to discuss current deficiencies in academics and behavior. Parent conferences will be scheduled to address the needs of the child and build capacity in parents' ability to work with their children at home.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year:

Teachers provide ongoing tutoring before and after school to provide safety nets and prevent failure. Teachers utilize the Gradual Release Model, Differentiated Instruction, the Coaching Cycle, and Instructional Rounds to enhance the effectiveness of instruction. Teachers offer individual times for students to take advantage of extra help in their desired subject areas. Students who have an IEP, can use extra time from that next class period, during Learning Strategies class, and may finish during lunch periods to complete tests.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Teachers collect ongoing data to drive their instruction and utilize common planning to collaborate as a Professional Learning Community. Teachers utilize the Curriculum Guide Assessments (CGA) to determine student's readiness levels pertaining to specific learning targets. These assessments help teachers to drive instruction in needed areas.

Who is responsible for monitoring implementation of this strategy?

Teachers are responsible for monitoring the progress of their students using formative data.

Literacy Leadership Team (LLT)

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

Name	Title
Megan Green	Assistant Principal
Vanessa Knight	Reading Coach

How the school-based LLT functions

The LLT meets once a month to evaluate student progress and closely examine current and future plans to improve literacy schoolwide. The team analyzes summative and formative data from assessments such as the CGAs, common assessments, IOWA, and FCAT to ensure that students' needs are met. Members use walk-throughs and informal observations to ensure that teachers are effectively engaging students in the rotational model and catering to each student's strengths and weaknesses with differentiated instruction. Based on the data from walk throughs and assessments, the team develops and implements schoolwide PD focused on literacy and reading across all content areas.

Major initiatives of the LLT

We offer Enrichment Reading for all of our students, and utilize iLit, EDGE, and Plugged In To Reading as instructional platforms to meet our students' needs.

Every Teacher Contributes to Reading Instruction

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

With the implementation of the coaching cycle, our Reading Coach spends a great deal of time modeling within classrooms. Teachers utilize formative data to drive instruction, and develop common assessments to gauge the readiness levels of their students. Students become familiar with these practices and learn to interpret the data for themselves. We offer Enrichment Reading for all of our students, and utilize Edge and iLit as resources for reaching our students needs. Our Reading Coach involves teachers in the Coaching Cycle to provide on the spot professional development.

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

In terms of applied and integrated courses, magnet classes prepare students for post high school and career readiness. The courses include: Information Technology; Business Systems Application I & II; Financial Operations; Financial Planning: Financial Intern; Law Studies; Legal Systems and Concepts; Comprehensive Law Studies; Court Procedures and Court Internship; and Advanced Algebra with Financial Application.

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 Wolfson High School Counseling Staff collaborates with students, parents, and staff members to provide a dynamic student centered community which fosters and develops academic ownership, social, emotional, and career and college preparatory needs of our diverse student body. As professional school counselors, we empower students to cultivate and accomplish present and future goals which include character, integrity, and community involvement.

All students in our diverse population will develop the educational foundation, critical thinking, and social skills needed to excel in a competitive and ever-changing global society.

Counselors meet with students individually to develop a personalized action plan that guide them to academic enrichment and college and career readiness. It prepares students for effective participation in a rapidly evolving and global society and they are as follows:

- develop physically, intellectually, emotionally and ethically
- acquire a breadth and depth of knowledge and understanding, studying courses from subject groups
- make connections across traditional academic disciplines and explore the nature of knowledge through the program's unique theory of knowledge course.
- Enhance personal and interpersonal development through creativity, action and service.

Strategies for improving student readiness for the public postsecondary level

In an effort to encourage post-secondary readiness for our students at Wolfson High School we are taking the following steps. All Juniors will be enrolled in an ACT/SAT prep course, along with all Seniors who have yet to pass the FCAT. We will identify all Juniors and Seniors who have either not taken, or not passed PSR tests and encourage them to do so. We will encourage all students to prepare to take or retake a PSR test by utilizing test prep resources, such as Major Tests and March 2 Success. Students will be exposed to post-secondary education opportunities by having college visits. Also, students will be

encouraged to attend NACAC College Fair to further explore the possibilities to pursue ongoing education. We will provide guidance lessons on the importance of post secondary readiness in classrooms.

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	52%	40%	No	57%
American Indian				
Asian	43%	48%	Yes	49%
Black/African American	43%	30%	No	49%
Hispanic	58%	42%	No	63%
White	65%	62%	No	69%
English language learners	42%	14%	No	48%
Students with disabilities	28%	20%	No	36%
Economically disadvantaged	47%	36%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	245	23%	57%
Students scoring at or above Achievement Level 4	141	13%	35%

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>		1%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		1%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	602	46%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	304	70%	85%

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)	20	91%	95%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	20	14%	48%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		50%

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.	155	52%	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	270	68%	75%
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	30%	47%	Yes	37%
American Indian				
Asian				
Black/African American	29%	38%	Yes	36%
Hispanic	33%	29%	No	40%
White	30%	36%	Yes	37%
English language learners	25%	7%	No	33%
Students with disabilities	17%	25%	Yes	25%
Economically disadvantaged	27%	55%	Yes	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		1%
Students scoring at or above Level 7	[data excluded for privacy reasons]		1%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	231	70%	73%
Students in lowest 25% making learning gains (EOC)	67	81%	83%

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.	137	52%	70%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	137	42%	48%
Students scoring at or above Achievement Level 4	24	7%	16%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	36%	42%
Students scoring at or above Achievement Level 4	28	9%	15%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	115	39%	45%
Students scoring at or above Achievement Level 4	49	16%	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)	15		20
Participation in STEM-related experiences provided for students	50	4%	8%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	69	5%	10%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		4%	8%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	5%
CTE-STEM program concentrators	69		100
Students taking CTE-STEM industry certification exams	69	5%	10%
Passing rate (%) for students who take CTE-STEM industry certification exams		23%	30%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	371	28%	35%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	98	7%	16%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	74	6%	15%
Passing rate (%) for students who take CTE industry certification exams		23%	30%
CTE program concentrators	110	8%	17%
CTE teachers holding appropriate industry certifications	3	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	371	25%	10%
Students in ninth grade with one or more absences within the first 20 days	24	6%	3%
Students in ninth grade who fail two or more courses in any subject	35	10%	5%
Students with grade point average less than 2.0	36	12%	10%
Students who fail to progress on-time to tenth grade	96	23%	10%
Students who receive two or more behavior referrals	517	28%	14%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	46	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	7	0%	7%
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)	212	71%	81%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	89	50%	55%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	70%

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

- See the Parental Involvement Plan

Specific Parental Involvement Targets

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

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** All students attending Samuel W. Wolfson High School will feel safe and secure everyday.
- G2.** The percentage of students achieving a level 3 or higher on the FCAT Reading Assessment will increase from 40% to 57%.
- G3.** The percentage of students achieving a level 3.5 or higher on the FCAT Writing Assessment will increase from 68% to 75%.
- G4.** The percentage of students achieving a level 3 or higher on the Algebra I and Geometry EOC will increase from 47% to 52%.
- G5.** The percentage of students who are Post-Secondary Ready will increase from 52% to 65%.
- G6.** The percentage of students achieving a level 3 or higher on the Biology EOC will increase from 39% to 45%.
- G7.** The Graduation Rate of students will increase from 48% to 70%.

Goals Detail

G1. All students attending Samuel W. Wolfson High School will feel safe and secure everyday.

Targets Supported

- Parental Involvement
- Additional Targets

Resources Available to Support the Goal

- The school will use ongoing resources such as the School Resource Officers, Security Guards, and Administration to ensure that all students treat one another with respect.
- SRO mentoring program
- Progressive Discipline
- Emergency Drills

Targeted Barriers to Achieving the Goal

- Participation in progressive discipline

Plan to Monitor Progress Toward the Goal

Attendance Data

Person or Persons Responsible

Teachers, Attendance Clerk, Administration, Guidance Counselors

Target Dates or Schedule:

Monthly

Evidence of Completion:

All stakeholders will use the data to monitor the effectiveness of the goal by providing information to the attendance clerk to schedule Attendance Intervention Meetings.

G2. The percentage of students achieving a level 3 or higher on the FCAT Reading Assessment will increase from 40% to 57%.

Targets Supported

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

Resources Available to Support the Goal

- -Complex texts
- -Higher order questioning
- -Gradual Release Model
- -Socratic teaching methods
- -Reading strategies
- -CIS model
- -Weekly data chats
- -Collaborative planning for teachers
- -Coaching Cycle
- -Daily formative assessments.

Targeted Barriers to Achieving the Goal

- -Teacher buy-in

Plan to Monitor Progress Toward the Goal

Focus Walks

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

In between Formal and Informal Observations, administration will walk through classrooms to observe student work/data, student reflections, board configuration, and the management of students. During this time, anecdotal data will be collected to reflect on the observation cycle. The administrator will have an opportunity to reflect and assess if the Professional Development is being implemented in the classroom for the students.

G3. The percentage of students achieving a level 3.5 or higher on the FCAT Writing Assessment will increase from 68% to 75%.

Targets Supported

- Reading (FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE
- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- -Gradual Release Model
- -Short and Extended Responses
- Student-Friendly Rubrics
- -School-Wide Writing Plan
- -Professional Development

Targeted Barriers to Achieving the Goal

- -Limited time

Plan to Monitor Progress Toward the Goal

PLC Meetings

Person or Persons Responsible

Faculty Administration Reading Coach

Target Dates or Schedule:

Teachers within each grade level department will collaborate once a week for a minimum of one hour.

Evidence of Completion:

Teachers will submit their common lesson plans, assessments, notes, and focus calendar that was created during their grade-level Professional Learning Community to administration for review and feedback.

G4. The percentage of students achieving a level 3 or higher on the Algebra I and Geometry EOC will increase from 47% to 52%.

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Planning differentiated instruction to meet the needs of all students based on the results of I-Ready Diagnostic in Mathematics.
- Increase educational rigor. Employ best practices in building student engagement and implement the gradual release model of instruction to build student involvement and increase student driven instruction.
- Provide frequent opportunities for students to practice taking exams on the computers and using online resources; timed practice exams.
- Provide feedback to parents on their student's attendance record via progress reports, scholarship warnings, and automated parent contact.

Targeted Barriers to Achieving the Goal

- Students are entering 9th grade with Insufficient prerequisite skills. Students do not have the number sense knowledge and struggle with basic math facts.
- Lack of student attendance.

Plan to Monitor Progress Toward the Goal

I-Ready Diagnostic assessment, Curriculum Guide Assessments, Algebra I and Geometry EOC results

Person or Persons Responsible

All Math teachers, Assistant Principal, Math Coach

Target Dates or Schedule:

Quarterly data chats

Evidence of Completion:

Algebra I and Geometry EOC results

G5. The percentage of students who are Post-Secondary Ready will increase from 52% to 65%.**Targets Supported**

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

Resources Available to Support the Goal

- All Juniors enrolled in ACT/SAT Prep courses as well as all Seniors who have not passed the FCAT.
- Students will utilize Major Tests and March 2 Success
- Students will visit colleges.
- School-based incentives provided.
- NACAC College Fair
- Ongoing Guidance lessons in classrooms.
- Identify all students who qualify for an ACT/SAT waiver and provide.

Targeted Barriers to Achieving the Goal

- Low Reading Levels

Plan to Monitor Progress Toward the Goal

Informal/Formal Observations

Person or Persons Responsible

Assistant Principals, Principal

Target Dates or Schedule:

Weekly

Evidence of Completion:

Administration will follow behind the Reading Coach and perform Informal and Formal Observations using the CAST rubric. The Administration will rate the performance of the teacher and debrief with the teacher about the ratings. While meeting with the teacher, next steps will be provided and administration will follow up to ensure the effectiveness of those steps.

G6. The percentage of students achieving a level 3 or higher on the Biology EOC will increase from 39% to 45%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Utilize common planning to prepare common lessons using the Gradual Release Model as well as the 5 E Science model lesson plan.
- Utilizing the district instructional specialist to assist with implementing the coaching cycle to improve planning, engagement, and delivery of material.
- Use the district-created curriculum guide as a road map to ensure that all concepts/benchmarks are taught prior to the Biology EOC.
- Use the district-created Curriculum Guide Assessments as a formative to gauge students' mastery on benchmarks and then use the data to make instructional decisions.

Targeted Barriers to Achieving the Goal

- Attendance
- Lack of student effort

Plan to Monitor Progress Toward the Goal

Teacher and student data chats after CGA 1, 2, 3 administrations. Remediation activities based on data.

Person or Persons Responsible

Administration, teachers, parents, and students

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increase of student achievement.

G7. The Graduation Rate of students will increase from 48% to 70%.

Targets Supported

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

Resources Available to Support the Goal

- One-on-One time with Graduation coach conducting Data Chats,
- Students accessing Test Prep
- Counselors will ensure that all credits have been fulfilled prior to the student's graduation.
- Students enrolled in Acceleration Courses and ACT/SAT Prep classes.

Targeted Barriers to Achieving the Goal

- -Students who have not passed the FCAT

Plan to Monitor Progress Toward the Goal

Teacher/Parent Feedback

Person or Persons Responsible

Faculty, Parents, Guidance Counselors, Graduation Coach

Target Dates or Schedule:

Counselors and Coach will elicit feedback from the parents and teachers who work closely with these 'At Risk' students. Together, the coach and counselors will provide resources for teachers and parents to support the learner at home and at school.

Evidence of Completion:

Improvement in grades on the report card every 9 weeks.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All students attending Samuel W. Wolfson High School will feel safe and secure everyday.

G1.B2 Participation in progressive discipline

G1.B2.S1 To ensure that attendance is accurate captured in each period everyday.

Action Step 1

Teachers record daily attendance in OnCourse systems each period.

Person or Persons Responsible

Teachers

Target Dates or Schedule

At the beginning of class period.

Evidence of Completion

The attendance will be reported into OnCourse and duplicated into Genesis. Administration will utilize this data to make decisions for the betterment of students.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Attendance Reports

Person or Persons Responsible

Assistant Principals, Attendance Clerk

Target Dates or Schedule

Daily

Evidence of Completion

Reports will be generated from Genesis.

Plan to Monitor Effectiveness of G1.B2.S1

Attendance Updates

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Reports that are submitted will be reviewed and use to target students in need of intervention.

G2. The percentage of students achieving a level 3 or higher on the FCAT Reading Assessment will increase from 40% to 57%.

G2.B1 -Teacher buy-in

G2.B1.S3 -Conduct Professional Development at school by providing "Lunch and Learns" for data analysis and differentiated Instruction.

Action Step 1

Lunch and Learns

Person or Persons Responsible

Administration/Reading Coach

Target Dates or Schedule

Each week teachers will bring their lunch to the conference room where specified Professional Development will be held. During this time, teachers can eat while they listen to the speaker display information pertaining to strategies that will enhance student performance within their respected content areas. Teachers will then have an opportunity to ask questions and debrief with their colleagues over the information they have learned.

Evidence of Completion

Agenda, checklist of items covered, new strategies implemented within the classroom.

Facilitator:

Administration

Participants:

Faculty

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

Professional Development Calendar

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every Friday morning the Leadership Team will meet to debrief over the previous week's events, and to plan for the upcoming week. Together, a Professional Development Calendar will be created to schedule learning opportunities for faculty and staff. These learning opportunities will take place during the instructional day or after school.

Evidence of Completion

Updated calendar

Plan to Monitor Effectiveness of G2.B1.S3

Professional Development

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

During Formal and Informal observations, administration will utilize the recent Professional Development offered as a Next Step for teacher improvement. During this time, teachers will be asked to reflect on their teaching style and the observation cycle. Teachers will have ample opportunities to participate in Professional Development at the school level.

G3. The percentage of students achieving a level 3.5 or higher on the FCAT Writing Assessment will increase from 68% to 75%.

G3.B1 -Limited time

G3.B1.S1 Prioritize learning targets after providing a baseline assessment.

Action Step 1

Baseline assessment

Person or Persons Responsible

Teachers

Target Dates or Schedule

Before each unit is taught

Evidence of Completion

The results of the assessment will gauge the readiness level of the students. This is the opportunity for teachers to differentiate within their classes.

Facilitator:

Faculty, Administration

Participants:

Faculty, Students, Administration

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

Observations - Focus Walks, Informal Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly/Bi-Weekly

Evidence of Completion

Administration will review Lesson Plans to monitor the collective input of the Professional Learning Communities. Also, teachers will utilize student data to drive instruction each day.

Plan to Monitor Effectiveness of G3.B1.S1

Baseline Assessment

Person or Persons Responsible

Teachers Students

Target Dates or Schedule

Teachers will assess students prior knowledge by providing a baseline assessment before each unit. This assessment will gauge their understanding of the learning targets. Teachers will tailor their instruction to meet the needs of students pertaining to those learning targets. Teachers will differentiate their instruction so students are challenged in the areas they need most.

Evidence of Completion

Teachers will gather data from the assessment to dictate their course of action.

G3.B1.S2 Create a calendar for monitoring progress of time management.

Action Step 1

Focus Calendar

Person or Persons Responsible

Faculty members of each PLC

Target Dates or Schedule

Each week the PLC will meet to discuss student data, lesson plans, and best practices.

Evidence of Completion

Student data will be used to drive instruction in each classroom, and teachers will plan common assessments and lesson plans.

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

PLC Accountability

Person or Persons Responsible

PLC members of each department

Target Dates or Schedule

PLC members will meet each week to discuss their progress in relation to the calendar they developed. Together they will adjust time frames to meet the needs of their students.

Evidence of Completion

If common assessments can be developed based on the continuity of the lesson plans, common board configurations will be in place in each classroom.

Plan to Monitor Effectiveness of G3.B1.S2

Meeting as a PLC

Person or Persons Responsible

PLC members of a department

Target Dates or Schedule

Members of each Professional Learning Community will meet once a week for one hour.

Evidence of Completion

Teachers will be evaluated by administration for their collaboration within their grade-level department. Their participation will be reflected in domain 4. Teachers are expected to collaborate once a week to ensure continuity among their classes.

G4. The percentage of students achieving a level 3 or higher on the Algebra I and Geometry EOC will increase from 47% to 52%.

G4.B1 Students are entering 9th grade with Insufficient prerequisite skills. Students do not have the number sense knowledge and struggle with basic math facts.

G4.B1.S1 Utilize the I-Ready Diagnostic assessment to determine insufficient prerequisite knowledge individually and then use the resources provided as an intervention.

Action Step 1

I-Ready Diagnostic Assessment

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Fall administration, Winter administration, and Spring administration

Evidence of Completion

Quarterly Curriculum Assessments, FCIM assessment created by job alike PLCs

Facilitator:

Megan Pardue

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

I-Ready Diagnostic Assessment

Person or Persons Responsible

Assistant Principal, Math Coach

Target Dates or Schedule

Quarterly data chat review

Evidence of Completion

Curriculum Guide Assessments, I-Ready Winter/Spring Administration

Plan to Monitor Effectiveness of G4.B1.S1

I-Ready Diagnostic Assessment

Person or Persons Responsible

Math Teachers, Assistant Principal, Math Coach

Target Dates or Schedule

Weekly classroom visits, teacher data chats, Curriculum Guide Assessments, teacher created mini assessments

Evidence of Completion

Teachers will compare their spring I-Ready results compared to Fall administration results.

G4.B2 Lack of student attendance.

G4.B2.S1 Provide feedback to parents on their student's attendance record via progress reports, scholarship warnings, and automated parent contact.

Action Step 1

Effective communication between home and school (i.e. Parent Link, Progress reports, report cards, Gaggle, Email, Phone conferences, Parent-Teacher conferences)

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent communication log, report cards, progress reports, email

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Parent contact Google Form, CAST Domain 4B

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Quarterly data chats, Informal and Formal Observations

Evidence of Completion

Teacher portfolios, documentation for Domain 4B

Plan to Monitor Effectiveness of G4.B2.S1

Utilize the school-wide Google Form, Quarterly teacher data chats, informal/formal evaluations, teacher portfolios

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

An increase in student attendance rate

G5. The percentage of students who are Post-Secondary Ready will increase from 52% to 65%.

G5.B1 Low Reading Levels

G5.B1.S1 Students are enrolled in an Enrichment Reading course, centered around their reading achievement levels.

Action Step 1

Students will be efficiently enrolled in Enrichment Reading classes.

Person or Persons Responsible

Administration, Faculty, Reading Coach

Target Dates or Schedule

Everyday

Evidence of Completion

Evidence of learning will be gathered through ongoing assessments, both summative and formative and daily checks for understanding.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Classroom observations

Person or Persons Responsible

Department chairs, administration, reading coach, district specialist

Target Dates or Schedule

Weekly

Evidence of Completion

Administration and the Reading Coach will provide ongoing feedback to teachers after being observed. The Reading Coach will include teachers in the Coaching Cycle for ongoing learning.

Plan to Monitor Effectiveness of G5.B1.S1

Coaching Cycle

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

The Reading Coach will conduct the Coaching Cycle with specific teachers in targeted areas. During this cycle she will implement new strategies for learning, help teachers plan within the PLC, and develop enhanced techniques to drive instruction.

G5.B1.S2 Teachers provide ongoing tutoring for students before and after school.

Action Step 1

Tutoring

Person or Persons Responsible

Faculty

Target Dates or Schedule

Before and After school, Saturday school

Evidence of Completion

Students scores will increase on state assessments.

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Tutoring

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Calendar and logs of students who have attended the tutoring sessions.

Plan to Monitor Effectiveness of G5.B1.S2

Tutoring

Person or Persons Responsible

Assistant Principals, Principal

Target Dates or Schedule

Weekly

Evidence of Completion

CAST rubric ratings, Individual Professional Development Plan

G6. The percentage of students achieving a level 3 or higher on the Biology EOC will increase from 39% to 45%.

G6.B1 Attendance

G6.B1.S1 Provide feedback to parents on their student's attendance record via progress reports, scholarship warnings, and automated parent contact.

Action Step 1

Increase parent communication and involvement

Person or Persons Responsible

All teachers, administration, instructional support personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher evidence of Domain 4B in CAST evaluation tool, increase of student achievement, Google Form to assist with documentation as well as sharing contact information

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

Administrative staff will monitor parent contact via school-wide progress reports, teacher data chats, teacher portfolios to show evidence of domain 4b, and access with the school-wide Google form.

Person or Persons Responsible

Administration, Instructional coaches, and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

School-wide progress reports, Parent Link, Gaggles, Domain 4B, and Google form

Plan to Monitor Effectiveness of G6.B1.S1

Increase in parent involvement, increase in student achievement

Person or Persons Responsible

Parents, teachers, students, administration, support personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Google Parent contact form, progress reports, report cards, CGA monitoring

G7. The Graduation Rate of students will increase from 48% to 70%.

G7.B1 -Students who have not passed the FCAT

G7.B1.S1 Enroll students in an ACT/SAT class that targets the area they are most deficient.

Action Step 1

Identify the 'At Risk' cohort of students.

Person or Persons Responsible

Guidance Counselors, Graduation Coach

Target Dates or Schedule

Guidance Counselors and the Graduation Coach will identify students who are 'At Risk' before the school year starts.

Evidence of Completion

Students who have scored a level 1 on both the Reading and Math FCAT.

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

Data Chats

Person or Persons Responsible

Guidance Counselor, Graduation Coach

Target Dates or Schedule

The Counselors and Graduation Coach will meet with students every other week to check their credits and grades. This One-on-One time will ensure that students do not "slip through the cracks" when it comes time to graduate.

Evidence of Completion

Passing GPA, passing test scores.

Plan to Monitor Effectiveness of G7.B1.S1

Progress Reports

Person or Persons Responsible

Guidance Counselors, Graduation Coach, Administration

Target Dates or Schedule

Mid-Quarter

Evidence of Completion

Progress Reports will be monitored for passing grades and safety nets implemented before the student is in danger of failing.

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

The funds received at Wolfson High School are used for the enhancement of student achievement. Through the use of Title I funds, positions are acquired in Reading, Math, and Science to target the low achieving population of students at Wolfson High School. We target those students based on their previous Academic History. SAI funds are utilized to provide tutoring for students in the form of Saturday School and morning and afternoon tutoring. Also, students have the opportunity to experience educational field trips that enhance their knowledge of the world around them. CTE and STEM courses offer our students the opportunity to become certified in a specific industry, hence, helping them to become successful after high school. In addition to the resources mentioned we are also staffed with a part-time Parent Involvement Liaison. Our liaison works with families to encourage parents to become involved with Wolfson High School. Through the Parent Involvement office volunteers are staffed, and events are held to help parents become active members of their child's educational experience. In addition to a Parent Liaison we are staffed with a part-time Business Partnership Liaison. Ms. Naumann reaches out to members of our community to gather support for our school. As a result, our partnerships have grown within the community and more business partners are seeking out relationships with Wolfson High 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.

G2. The percentage of students achieving a level 3 or higher on the FCAT Reading Assessment will increase from 40% to 57%.

G2.B1 -Teacher buy-in

G2.B1.S3 -Conduct Professional Development at school by providing "Lunch and Learns" for data analysis and differentiated Instruction.

PD Opportunity 1

Lunch and Learns

Facilitator

Administration

Participants

Faculty

Target Dates or Schedule

Each week teachers will bring their lunch to the conference room where specified Professional Development will be held. During this time, teachers can eat while they listen to the speaker display information pertaining to strategies that will enhance student performance within their respected content areas. Teachers will then have an opportunity to ask questions and debrief with their colleagues over the information they have learned.

Evidence of Completion

Agenda, checklist of items covered, new strategies implemented within the classroom.

G3. The percentage of students achieving a level 3.5 or higher on the FCAT Writing Assessment will increase from 68% to 75%.

G3.B1 -Limited time

G3.B1.S1 Prioritize learning targets after providing a baseline assessment.

PD Opportunity 1

Baseline assessment

Facilitator

Faculty, Administration

Participants

Faculty, Students, Administration

Target Dates or Schedule

Before each unit is taught

Evidence of Completion

The results of the assessment will gauge the readiness level of the students. This is the opportunity for teachers to differentiate within their classes.

G4. The percentage of students achieving a level 3 or higher on the Algebra I and Geometry EOC will increase from 47% to 52%.

G4.B1 Students are entering 9th grade with Insufficient prerequisite skills. Students do not have the number sense knowledge and struggle with basic math facts.

G4.B1.S1 Utilize the I-Ready Diagnostic assessment to determine insufficient prerequisite knowledge individually and then use the resources provided as an intervention.

PD Opportunity 1

I-Ready Diagnostic Assessment

Facilitator

Megan Pardue

Participants

Math Teachers

Target Dates or Schedule

Fall administration, Winter administration, and Spring administration

Evidence of Completion

Quarterly Curriculum Assessments, FCIM assessment created by job alike PLCs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G5.	The percentage of students who are Post-Secondary Ready will increase from 52% to 65%.	\$10,120
Total		\$10,120

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
District Funding	\$120	\$0	\$120
The funding would come from the District to supply teacher's with a stipend for providing time on Saturday's to work with students in areas they are weakest.	\$0	\$10,000	\$10,000
Total	\$120	\$10,000	\$10,120

Budget Details

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

G5. The percentage of students who are Post-Secondary Ready will increase from 52% to 65%.

G5.B1 Low Reading Levels

G5.B1.S1 Students are enrolled in an Enrichment Reading course, centered around their reading achievement levels.

Action Step 1

Students will be efficiently enrolled in Enrichment Reading classes.

Resource Type

Personnel

Resource

Additional teaching positions to teach Enrichment Reading sections.

Funding Source

District Funding

Amount Needed

\$120

G5.B1.S2 Teachers provide ongoing tutoring for students before and after school.

Action Step 1

Tutoring

Resource Type

Evidence-Based Program

Resource

Teachers will provide ongoing tutoring to students in the form of before and after school tutoring, as well as Saturday School. During this time, students will have the opportunity to receive one-on-one instruction from their teachers in the critical areas of Reading, Math, and Science.

Funding Source

The funding would come from the District to supply teacher's with a stipend for providing time on Saturday's to work with students in areas they are weakest.

Amount Needed

\$10,000