South Sumter High School

2014-15 School Improvement Plan

South Sumter High School

706 N MAIN ST, Bushnell, FL 33513

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	65%

Alternative/ESE Center	Charter School	Minority
No	No	25%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	B	B

School Board Approval

This plan is pending approval by the Sumter County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

South Sumter High School, in partnership with its stakeholders, is committed to providing a systemic, comprehensive educational program to educate, enhance, encourage, and empower all students to achieve their personal, social, educational, and career/life goals. It is a program developed according to professional standards and appropriate models of best practices in the field of education. Learning environments will be physically and psychologically healthy and safe, managed by professionally trained and certified staff. With a commitment to individual uniqueness and maximum development of human potential, the ultimate goal of the program is for students to graduate with the competencies necessary to make self-directed, realistic, and responsible decisions and to become productive workers, lifelong learners and successful contributors to society.

Provide the school's vision statement

Preparing the Next Generation Today - At South Sumter High School, we adhere to the belief that all students can learn. Working as a team, our purpose is to provide a comprehensive educational program that assists all students in acquiring the critical skills for lifelong learning and success.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At South Sumter High School, new students are required to fill out registration forms which include forms focused on the language spoken at home, nighttime residency, health information, and family. The teachers have access to this information to understand the student's culture and background. Teachers and students also use the guidance department for clarity on specific situations. Our AVID program this year has paired a mentor from the faculty with each of the students. The mentors are there to discuss grades and other concerns the students may have.

Describe how the school creates an environment where students feel safe and respected before, during and after school

We provide a block schedule that allows the students to focus on 4 subject areas each semester. This focus helps the students feel confident with their ability to succeed. South Sumter High School also has a discipline plan that is consistent and fair to all students. We have a SRO (Sheriff Resource Officer) assigned to our school. He monitors the campus through frequent walks and observation of the camera monitors. The faculty and staff also monitor the hallways during class changes and during break. The administrators are on campus to ensure that students are going to designated areas and following the school rules. During after school activities, the faculty member in charge supervises participants. Administrators are assigned to attend sports and other events that are held during the night hours.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At South Sumter High School, we incorporate a Positive Behavior System to acknowledge students who follow the rules and help maintain a positive environment for all stakeholders. We use the RtIB system to track behaviors assigned on discipline forms to determine the various causes to be addressed by the administration/staff. The administrators hold discussions on discipline issues to maintain consistency for all of the students. The administration also ensures limited interruptions during instructional time. The majority of announcements are made during homeroom and the last five minutes of the instructional day. The administrative intern is responsible for monitoring the attendance of students. The goal is to targets students with 10 or more unexcused absences from the previous year as well as any other student attendance issues.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

South Sumter High School provides three guidance counselors for the various grade levels and the exceptional educational students. Each counselor posts a clipboard with a sign-up sheet for students. The counselors' goals are to reach all students who have signed up. Our school holds an annual Bullying Poster Contest with the different posters displayed throughout the school campus. The AVID program enlists mentors for each of the AVID students to review grades, policies, and for the student to connect with school personnel.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

At South Sumter High School we strive to build relationships with our students' families to increase academic success by:
1) Involving parents in the use of the school website and the parent view on the electronic grade book (SKYWARD). We aim to increase parental use of the website by 50% by:
a. Incorporate the call out system to get information to parents to become more aware of school functions and meetings.
b. Partnering with a local newspaper to publish a "how to" access with instructions to the parent view of the gradebook system.
c. Encouraging teachers to email parents a progress report bi-weekly using Skyward
2) Implementing a system to distribute information to parents to raise awareness and participation in school functions and meetings. We aim to increase parental information distribution methods by use of the website by 40% by:
a. Conduct a brief survey using Survey Monkey for parents. Design the survey to gather information about what parents would like to know most about their student's involvement at South Sumter High School and how they would prefer that information be provided.
-This survey could be emailed
-Survey could be done as parents sign students in or out.
-Survey could be conducted using IPADS in the car rider line
-Before or after parent conferences

b. Mailing and emailing a school newsletter including a calendar monthly.
c. Creating a parent email list serve to use for important academic reminders such as EOC dates, report cards, progress reports, AP Exams, Progress Reports, standardized tests, SAC meetings, etc.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

At South Sumter High School, we value our community partners and strive to build positive ongoing relationships with our partners to increase academic success. One of our partners is CEMEX. They offer an "outdoor classroom" at Sumter Environmental Education Center (SEEC). Suncoast Credit Union with our business classes. The MECA (Medical Career) program utilizes the various medical facilities around the district to provide practice and experience for the students. In the social studies department, guest speakers representing various government offices are used to inform the students of the systems used to run the city, county, state, and federal governments. The math department joins the local state college in the RISE program to increase the number of students who are college ready. The school would like to host academic nights to create awareness and build excitement regarding the academic successes and educational opportunities at SSHS.
- Include Demonstrations from Departments, Academies, AVID, CTE, ROTC, etc.
- Host in conjunction with an athletic event or other well attended community event.
- Involve community leaders.
-Invite local media for a pre and post event articles.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Morgan, Preston	Principal
Weber, Evelyn	Assistant Principal
Didjurgis, Barbara	Teacher, K-12
Edwards, James	Teacher, K-12
Grady, Jean	Teacher, ESE
Graybeal, Jerry	Administrative Support
Istre, Jessica	Teacher, K-12
Jadunauth, Preya	Guidance Counselor
Lawrence, Kelly	Other
Moreland, Kay	Instructional Media
Oliver, Mona	Guidance Counselor
Noe, Marilyn	Guidance Counselor
Oswald, Doreen	Teacher, K-12
Ray, Karen	Teacher, K-12
Sherman, Inman	Other
Simmons, Melissa	Instructional Coach
Stewart, Danielle	Teacher, K-12
Zinner, Carol	Other
Camp, Joel	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

In order to initiate the MTSS process there must be a referral form completed by a school professional, usually the student's teacher. The school-based MTSS Leadership team meets with the student's teachers to review the need for intervention. Data collection is done to determine what the problem is and the cause(s) of the problem. Once the problem is identified then research based intervention strategies are discussed to determine the best fit for the student. The general education teacher provides information about core instruction, participates in data collection, delivers Tier 1 instruction/interventions, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2 and 3 activities. The exceptional education teacher participates in student data collection, integrates core instructional activities and materials into the Tier 3 instruction and collaborates with general education teachers on instruction. The MTSS Leadership Team collects progress monitoring data from the general education teachers and meets to review school wide and class academic and behavioral data. The team uses current data and problem solving to effect needed academic or behavioral changes at the class/school level.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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 in our students? The team meets biweekly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Bailey Hutchinson	Student
Roy Mitchell	Business/Community
Landi Adams	Parent
Sanda Clark	Parent
Melissa Winter	Parent
Kim Green	Education Support Employee
Julie Knight	Education Support Employee
Kelly Lawrence	Teacher
Suzette Lovett	Parent
Kay Moreland	Teacher
Karen Ray	Teacher
Melissa Simmons	Teacher
Kimberly Morris	Parent
Preston Morgan	Principal
Joel Camp	Principal
Miranda Sanders	Parent
Robert Sanchez	Parent
Steve Sylvester	Teacher
Jean Holstein	Principal
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC was asked to review the school improvement plan during the fall. They voted to approve the plan for presentation in September. The SAC voted for the final submission of this plan after reviewing it during a meeting.

Development of this school improvement plan

During the first SAC meeting, the committee was asked to determine if the school's mission and vision statement needed revising. SAC also has reviewed other important data and information which was placed into this year's school improvement plan.

Preparation of the school's annual budget and plan

The SAC will prioritize needs and determine how the funds will be spent. The SAC will approve the budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There were no funds allocated during 2013-14 school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Camp, Joel	Assistant Principal
Simmons, Melissa	Instructional Coach
Grady, Jean	Teacher, ESE
Stewart, Danielle	Teacher, K-12
Ray, Karen	Teacher, K-12
Booth, Lacy	Teacher, K-12
Fussell, Amy	Instructional Media
Girard, Janice	Teacher, K-12
Lawrence, Franklyn	Teacher, K-12
Littlefield, Ava	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team are: School-wide root word study; Content Area Reading Strategy of the month; improve classroom libraries; quarterly Book Fairs; Word of the Week; Reading Skill of the Month; Extended Reading Passages (Achieve 3000); Critical Reading Skills for Content Area Subjects; Literacy Week Activities; Content Area Book Studies; Caught Reading tickets; ongoing professional development of teachers to implement Reading strategies in all content areas and Florida Standards common practices in all content areas.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Regularly scheduled PLC meetings with assignments for presentation of the AVID program and teaching strategies focused on the various disciplines. The AVID site team meets on a regular basis to share strategies from each department and to discuss the AVID school wide initiative which is writing. Teachers will join a lesson study group to collaborate on a specific skill to be taught to create a lesson with more depth. Teachers who teach the same subject plan collaboratively, assign similar projects and tests to have consistency throughout the departments.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Online application-Lisa Whitman
2. Teacher to teacher-Lisa Whitman
3. Certification checks prior to hiring-Principal
4. In field/highly qualified checks-Principal
5. Teacher induction program-Lisa Whitman
6. Teacher mentoring program-Principal

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

There is a district mentoring program where each beginning teacher is paired with a mentor who is an experienced teacher. The mentor and new teacher regularly meet to discuss procedures, curriculum, professional development needs as well as classroom expectations. For an experienced teacher to become a mentor they must attend an in-service. The administration pairs the beginning teacher with a mentor who has completed the training.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

*Textbooks are aligned with the Florida standards as well as the curriculum maps for each department.
*Providing continued professional development training and online resources for teachers.
*Continued use of Learning Focus Strategies used in the classrooms which align with the expectations for the teacher evaluation system being used.
*Teachers are focused on including writing in all classes throughout our school with the Language Arts departments being particularly focused on writing using support from the text.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Through the use of FCAT data, reading two semester classes are formed for freshman and sophomore students who scored a 3 or below. Those who score a 4 or 5 are placed into a reading class for one semester. Juniors and seniors who have not passed the FCAT are assigned a reading class with dual focus on passing the ACT or SAT in lieu of the FCAT so the student can graduate and

prepare for college entry. Individual teachers work one on one with students to attain writing and reading skills. Data is also used in the math department to schedule students into a math curriculum best suited for them. Level 1 and 2 students receive the program Agileminds while Liberal Arts 1 is offered for EOC remediation. Students who are college ready are placed into Liberal Arts 2 and Intermediate Algebra. Before and after school tutoring is offered. Technological resources are provided to some students whose textbooks have an online component with interactive activities. The teachers also offer opportunities to correct or retake assignments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,400

We provide additional time for struggling students in reading and math as identified by their test scores. We target the students in need of intensive strategies.

Strategy Rationale

These students need extra instruction in these areas to ensure confidence on the assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Camp, Joel, joel.camp@sumter.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

We complete a district developed spreadsheet that includes all of the students that attended. We include previous test scores and scores after attending the program. This data is used to determine the effectiveness of the program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Cross curriculum and planning with middle school teachers. Adjusting the master schedule and providing parent communication of graduation and grade level requirements. The RISE program was offered in conjunction with the local state college for college readiness. Teachers go over and beyond the teaching expectations to help new students catch up with the class by allowing them to do less work until they are settled. The students are supportive of their new classmates by helping to bring them up to date with work. The counselors see that the new students are placed in the right courses to ensure no loss of credits.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

South Sumter High School offers career planning courses as well as several different academies. The academies offered (Medical Career, Agri-science and Child Care) are all CAPE accredited. We also offer Criminal Justice and Business programs that are waiting on industry certification to be considered for academy status. With the assistance from the guidance department, each student can be scheduled in any of these academies to find a relevant course of study for each student. The school also offers job shadowing opportunities to allow the students to make informed decisions about future career choices. The Exceptional Student program offers career preparation and career experience in the transition courses for students with disabilities. Guidance counselors review course plans with students each year to support meaningful course and program selection maximizing opportunities for scholarships, articulated college credit, acceleration, and industry certification.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

SSHS offers 3 different academies: Medical Careers (MeCA); Early Childhood Education (Tiny Tots), and Agri-Science Academy (A2). Two additional areas of study offered are Criminal Justice and Business. Students who go through the Medical Careers program can earn a Certified Nursing Assistant Cerification and a Certified Medical Administrative Assistant Certification . Those who enroll in the Early Childhood Education program earn their Florida Early Childhood Professional Cerificate and can begin working in local day cares. The Agri-Science Academy offers certifications in Certified Ag Technician andCertified Ag Biotechnician, both issued by Farm Bureau, and Horticultural Professional issued by FNGLA. The University of Florida Center of Excellence for Regenerative Health Biotechnology, UF-CERHB for short, issues the Biotechnician Assistant Credential upon mastering a written and practical exam. In our business program, students can earn a MOS certification by taking three business courses and passing any three tests from these courses.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

South Sumter High School offers a wide range of classes within the master schedule. The Guidance department works with individual students in scheduling classes that are relevant to each individual student. The Learning Focused Curriculum Maps for each subject are designed to end each unit with a culminating project. This project focuses on a relevant, real-world issue that requires the student to use knowledge learned in the unit.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

South Sumter High School is committed to improving student readiness for the public post-secondary level in the following pre-graduate indicators: 1) percent of students who complete at least one AP, IB, AICE or dual enrollment course; 2) South Sumter High Schools had 49% of students who completed at least one AP or dual enrollment course. Counselors will meet with academically able students and strongly encourage them to enroll in Advance Placement (AP) or dual enrollment courses. Our AVID program has been expanded to 100 students in 9th and 10th grade.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase the percentage of all students reaching Reading Proficiency on the Florida Standards Assessment from 58% to 65%

G2.   Increase the percentage of students making learning gains from 71% to 76% on the FSA 2015.

G3.   Increase the percentage of students in the lowest quartile making learning gains on the FSA from 74% to 79%.

G4.   Increase the percentage of each student subgroups by ethnicity making proficiency on the FSA reading.

G5.   Increase the percentage of ELL students making proficiency on FSA reading.

G6.   Increase the percentage of students proficient in reading on the CELLA to 20%.

G7.   Increase the percentage of students proficient in Listening/Speaking on the CELLA to 93%.

G8.   Increase the percentage of students proficient in writing on the CELLA to 40%.

G9.   Increase the percentage of students scoring at or above level 4 in reading on the Florida Alternate Assessment.

G10. Increase the percentage of students scores on the FSA writing.

G11. Increase the percentage of students achieving proficiency on Algebra EOC from 72% to 77%.

G12. Increase the percentage of students who score at the proficiency level on the Geometry EOC to 70%

G13.   Increase the percentage of students scoring at or above level 4 in math on the Florida Alternate Assessment.

G14.   Increase the percentage of students who score 70% or higher on the Biology EOC.

G15.   Increase the percentage of students scoring at or above level 4 in science on the Florida Alternate Assessment.

G16.   Students taking the US History EOC will meet or exceed the state average in regards to the number of students scoring proficient.

G17.   Increase the number of students taking industry certification by 5%.

G18.   Increase the number of students who participate in AP classes.

G19.   Decrease the number of students assigned to ISS and OSS by 10%

G20.   Decrease the percentage of students who dropped out during the school year.

G21.   Increase the At- Risk Graduation Rate by 10%.

G22.   Decrease the number of students who have excessive unexcused absences and tardies by 25%.

G23.   Develop a process to gauge parental involvement using the hits on the school website and the number of parents using Parent View on the electronic grade book.

G24.   Increase the number of students who are college ready.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase the percentage of all students reaching Reading Proficiency on the Florida Standards Assessment from 58% to 65% `1a`

🔑 G038973

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	69.0

Resources Available to Support the Goal `2`

- Achieve 3000 Discovery Education Assessment Probes Study Island Learning Focus Strategies - Flexible Groups

Targeted Barriers to Achieving the Goal `3`

- Low comprehension of informational texts.

- Lack of interest in non-fiction as well as practice on extended non-fiction passages.

Plan to Monitor Progress Toward G1. `8`

Interpreting Data from assessments to drive instruction

Person Responsible
Melissa Simmons

Schedule
Annually, from 8/7/2014 to 5/27/2015

Evidence of Completion
FSA Reading Scores Improving

G2. Increase the percentage of students making learning gains from 71% to 76% on the FSA 2015. `1a`

🔍 G038974

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	76.0

Resources Available to Support the Goal `2`

- Required 30 minutes per day of reading.

- Zine-Zone Magazine Reading Program

- Classroom Libraries/Class Novels

- Renaissance Place/Accelerated Reading

- Achieve 3000

- Study Island

- Teengagement

Targeted Barriers to Achieving the Goal `3`

- Students lack reading endurance and motivation to participate in sustained, independent reading with self-selected reading materials.

Plan to Monitor Progress Toward G2. `8`

Students reading endurance and motivation with independent reading.

Person Responsible
Melissa Simmons

Schedule
Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion
Increase in learning gains on FCAT 2.0

G3. Increase the percentage of students in the lowest quartile making learning gains on the FSA from 74% to 79%. `1a`

`G038975`

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	79.0

Resources Available to Support the Goal `2`

- Read 180 Curriculum

- Springboard Curriculum

Targeted Barriers to Achieving the Goal `3`

- Students have insufficient fluency in reading.

Plan to Monitor Progress Toward G3. `8`

Students in the lowest reading quartile making learning gains.

Person Responsible

Melissa Simmons

Schedule

Annually, from 8/7/2014 to 5/27/2015

Evidence of Completion

Scores on FCAT 2.0

G4. Increase the percentage of each student subgroups by ethnicity making proficiency on the FSA reading. `1a`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	69.0

Resources Available to Support the Goal `2`

- Achieve 3000
- Renaissance Place
- Study Island

Targeted Barriers to Achieving the Goal `3`

- Students don't generalize learned reading strategies.

Plan to Monitor Progress Toward G4. `8`

Discovery Education Assessments

Person Responsible
Melissa Simmons

Schedule
Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion
Discovery Education Assessment scores

G5. Increase the percentage of ELL students making proficiency on FSA reading. `1a`

`G038977`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - ELL	38.0

Resources Available to Support the Goal `2`

- Learning Focused Solutions
- Extended Reading Passages
- Achieve 3000

Targeted Barriers to Achieving the Goal `3`

- Students lack the ability to comprehend informational texts, technical writings, and non-fiction.

Plan to Monitor Progress Toward G5. `8`

ELL students will become proficient in reading

Person Responsible
Melissa Simmons

Schedule
Annually, from 8/7/2014 to 5/27/2015

Evidence of Completion
FSA Reading scores

G6. Increase the percentage of students proficient in reading on the CELLA to 20%. `1a`

G038978

Targets Supported `1b`

Indicator	Annual Target
CELLA Reading Proficiency	20.0

Resources Available to Support the Goal `2`
- Rosetta Stone Program
- Zine-Zone Program

Targeted Barriers to Achieving the Goal `3`
- Lack of Materials

Plan to Monitor Progress Toward G6. `8`

CELLA Reading

Person Responsible
Melissa Simmons

Schedule
Annually, from 8/7/2014 to 5/27/2015

Evidence of Completion
CELLA Reading Scores

G7. Increase the percentage of students proficient in Listening/Speaking on the CELLA to 93%. `1a`

G038979

Targets Supported `1b`

Indicator	Annual Target
CELLA Listening/Speaking Proficiency	93.0

Resources Available to Support the Goal `2`
- Rosetta Stone Program

Targeted Barriers to Achieving the Goal `3`
- Lack of English being spoken at home.

Plan to Monitor Progress Toward G7. `8`

Increase the percentage of students proficient in Listening/Speaking on the CELLA

Person Responsible
Melissa Simmons

Schedule
Annually, from 8/7/2014 to 5/27/2015

Evidence of Completion
Scores on CELLA in Listening/Speaking

G8. Increase the percentage of students proficient in writing on the CELLA to 40%. `1a`

🔍 G038980

Targets Supported `1b`

Indicator	Annual Target
CELLA Writing Proficiency	40.0

Resources Available to Support the Goal `2`

- Rosetta Stone Program

- Writing to Learn Program

Targeted Barriers to Achieving the Goal `3`

- Lack in confidence in writing in English

Plan to Monitor Progress Toward G8. `8`

CELLA Writing

Person Responsible
Barbara Didjurgis

Schedule
Annually, from 8/7/2014 to 5/27/2015

Evidence of Completion
CELLA writing scores

G9. Increase the percentage of students scoring at or above level 4 in reading on the Florida Alternate Assessment. 1a

🔑 G038981

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	

Resources Available to Support the Goal 2

- Learning Focused Solutions

- Vocabulary Strategies and Visuals

- Cause/Effect Programs

Targeted Barriers to Achieving the Goal 3

- Students lack vocabulary skill sets.

Plan to Monitor Progress Toward G9. 8

Improvement of vocabulary skills

Person Responsible
Jean Grady

Schedule
Annually, from 8/7/2014 to 5/27/2015

Evidence of Completion
Formative Assessments

G10. Increase the percentage of students scores on the FSA writing. `1a`

G038982

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0

Resources Available to Support the Goal `2`

- Core Solutions

Targeted Barriers to Achieving the Goal `3`

- Students lack the ability to write a 5 paragraph essay.

Plan to Monitor Progress Toward G10. `8`

Write Score Essays

Person Responsible

Barbara Didjurgis

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Write Scores

G11. Increase the percentage of students achieving proficiency on Algebra EOC from 72% to 77%. `1a`

G038983

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	77.0

Resources Available to Support the Goal `2`

- C-Palms Computer Software
- Algebra Nation
- Agile Minds
- Holt McDougal Math Series

Targeted Barriers to Achieving the Goal `3`

- End of Course exams being computer based.

Plan to Monitor Progress Toward G11. `8`

Algebra EOC

Person Responsible
Doreen Oswald

Schedule
Annually, from 8/7/2014 to 5/27/2015

Evidence of Completion
Algebra EOC test scores

G12. Increase the percentage of students who score at the proficiency level on the Geometry EOC to 70%
`1a`

🔑 G038984

Targets Supported `1b`

Indicator	Annual Target
Geometry EOC Pass Rate	70.0

Resources Available to Support the Goal `2`

- Holt McDougal Math Series

- C-Palms

Targeted Barriers to Achieving the Goal `3`

- Students have difficulty mastering mathematic concepts

Plan to Monitor Progress Toward G12. `8`

Formative Assessments

Person Responsible

Doreen Oswald

Schedule

Annually, from 8/7/2014 to 5/27/2015

Evidence of Completion

Geometry EOC scores

G13. Increase the percentage of students scoring at or above level 4 in math on the Florida Alternate Assessment. 1a

🔑 G038985

Targets Supported 1b

Indicator	Annual Target
FAA Mathematics Proficiency	65.0

Resources Available to Support the Goal 2

- Learning Focused Solutions Strategies
- Visual Supports
- Manipulatives
- Cause/Effect programs

Targeted Barriers to Achieving the Goal 3

- Students need additional accommodations to process information

Plan to Monitor Progress Toward G13. 8

Students scoring at or above level 4 in math on the FAA

Person Responsible
Jean Grady

Schedule
Annually, from 8/7/2014 to 5/27/2015

Evidence of Completion
Scores from the FAA

G14. Increase the percentage of students who score 70% or higher on the Biology EOC. `1a`

🔍 G038986

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Pass	70.0

Resources Available to Support the Goal `2`

- Discovery Education Assessments

- Lab Probes

- Study Island

- Discovery Science

- Explore Learning - Gizmos

Targeted Barriers to Achieving the Goal `3`

- Students have difficulty with content area reading comprehension

Plan to Monitor Progress Toward G14. `8`

Students scoring 70% or higher on the Biology EOC

Person Responsible
Karen Ray

Schedule
Semiannually, from 8/7/2014 to 5/27/2015

Evidence of Completion
Scores on the Biology EOC

G15. Increase the percentage of students scoring at or above level 4 in science on the Florida Alternate Assessment. `1a`

🔑 G038987

Targets Supported `1b`

Indicator	Annual Target
FAA Science Proficiency	70.0

Resources Available to Support the Goal `2`
- Learning Focused Solution Strategies

Targeted Barriers to Achieving the Goal `3`
- Students have difficulty with academic vocabulary

Plan to Monitor Progress Toward G15. `8`

Students are understanding academic vocabulary

Person Responsible
Jean Grady

Schedule
Monthly, from 8/7/2014 to 4/30/2015

Evidence of Completion
Scores from the Florida Alternate Assessment

G16. Students taking the US History EOC will meet or exceed the state average in regards to the number of students scoring proficient. `1a`

🔑 G038988

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`
- Study Island
- Document Base Questions

Targeted Barriers to Achieving the Goal `3`
- Questions on the EOC are at a higher complexity than most students are accustomed to.

Plan to Monitor Progress Toward G16. `8`

Students will increase EOC scores

Person Responsible
Danielle Stewart

Schedule
Annually, from 12/1/2014 to 4/30/2015

Evidence of Completion
EOC US History scores are released

G17. Increase the number of students taking industry certification by 5%. 1a

🔍 G038989

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- CDS Childhood Development Services State mandated Modules
- Council For Professional Recognition "Essentials Training Guide"

Targeted Barriers to Achieving the Goal 3

- Lack of student knowledge
- Testing Time - After school

Plan to Monitor Progress Toward G17. 8

Number of students taking industry certification

Person Responsible
James Edwards

Schedule
Quarterly, from 9/18/2014 to 4/30/2015

Evidence of Completion
Student List of CAPE Registration

G18. Increase the number of students who participate in AP classes. `1a`

G038990

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Curriculum Training at Energy Concepts

- Technical advice and Training Opportunities from Agristarts, Inc.

- Ag Biotech and Biomed Training at UF Center of Excellence for Regenerative Health

- MyCert - Online

Targeted Barriers to Achieving the Goal `3`

- Lack of student awareness and/or motivation.

Plan to Monitor Progress Toward G18. `8`

Percentage of students who take AP finals

Person Responsible
Kelly Lawrence

Schedule
Annually, from 3/2/2015 to 5/27/2015

Evidence of Completion
Reporting AP Final scores

G19. Decrease the number of students assigned to ISS and OSS by 10% `1a`

🔍 G038991

Targets Supported `1b`

Indicator	Annual Target
Dropout Rate	

Resources Available to Support the Goal `2`

- Skyward Computer System

- RtI Problem Solving for Behavior Database.

Targeted Barriers to Achieving the Goal `3`

- Students unaware of school policies and procedures.

Plan to Monitor Progress Toward G19. `8`

Fewer Discipline Referrals

Person Responsible

Preston Morgan

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Decreased number of students assigned to ISS and OSS

G20. Decrease the percentage of students who dropped out during the school year. `1a`

🔍 G038992

Targets Supported `1b`

Indicator	Annual Target
Dropout Rate	10.0

Resources Available to Support the Goal `2`

- Dropout Reports

Targeted Barriers to Achieving the Goal `3`

- Students are not feeling connected to the school.

Plan to Monitor Progress Toward G20. `8`

Decreased number of students who drop out of school

Person Responsible

Joel Camp

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Percentage of Students on the Drop Out List

G21. Increase the At- Risk Graduation Rate by 10%. `1a`

G038993

Targets Supported `1b`

Indicator	Annual Target
5-Year Grad Rate	10.0

Resources Available to Support the Goal `2`

- Credit Recovery Classes

Targeted Barriers to Achieving the Goal `3`

- Lack of credit attainment

Plan to Monitor Progress Toward G21. `8`

Student will graduate on time with correct number of credits

Person Responsible
Preston Morgan

Schedule
Semiannually, from 1/9/2015 to 5/27/2015

Evidence of Completion
List of students graduating and Promotion letters

G22. Decrease the number of students who have excessive unexcused absences and tardies by 25%. `1a`

G038994

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	

Resources Available to Support the Goal `2`

- Skyward Computer System

Targeted Barriers to Achieving the Goal `3`

- Student Motivation

Plan to Monitor Progress Toward G22. `8`

Number of students with unexcused absences and tardies reduced

Person Responsible
Evelyn Weber

Schedule
Every 2 Months, from 9/18/2014 to 5/27/2015

Evidence of Completion
Report to County Office with percentage of students unexcused absences and tardies

G23. Develop a process to gauge parental involvement using the hits on the school website and the number of parents using Parent View on the electronic grade book. `1a`

Targets Supported `1b`

G038995

Indicator	Annual Target

Resources Available to Support the Goal `2`

- School Web-Site

- Electronic Grade Book

Targeted Barriers to Achieving the Goal `3`

- Parents being aware of web-site and receiving access to electronic grade book.

Plan to Monitor Progress Toward G23. `8`

More access of grade book and school web-site by parents

Person Responsible

Preston Morgan

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Increased number of hits for web-site and parent signature sheets.

G24. Increase the number of students who are college ready. `1a`

🔍 G038996

Targets Supported `1b`

Indicator	Annual Target
Postsecondary Enrollments	

Resources Available to Support the Goal `2`

- College Fair
- AP Classes
- School Wide SAT Test
- Florida Partnership

Targeted Barriers to Achieving the Goal `3`

- Students not being ready for college courses

Plan to Monitor Progress Toward G24. `8`

Increased percentage of students who are college ready

Person Responsible
Preston Morgan

Schedule
On 5/27/2015

Evidence of Completion
Passing scores on college ready assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase the percentage of all students reaching Reading Proficiency on the Florida Standards Assessment from 58% to 65% 1

🔑 G038973

G1.B1 Low comprehension of informational texts. 2

🔑 B093759

G1.B1.S1 Achieve 3000 will be mandatory each week for all reading classes. Reading teachers will use the program in flexible groups in class and in reading lab (2 times each week.) 4

🔑 S104804

Strategy Rationale

To expose the students to high reading materials to increase reading comprehension expectations for informational texts.

Action Step 1 5

Achieve 3000 Activity Reports
DEA Assessments

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Passing Scores from FCAT Focus Assessments, Achieve 3000 Activity Reports and Discovery Education Assessments.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitoring Reading Plan

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Weekly Report of Articles Completed

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Strategies for improving student success with grade level informational text.

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Achieve 3000 Reports FSA Reading Assessment DEA Assessment

G1.B1.S2 The program Study Island has been implemented into the ninth grade reading classes. [4]

S104805

Strategy Rationale

To provide a program to increase reading comprehension.

Action Step 1 [5]

Study Island Program

Person Responsible

Melissa Simmons

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Data from the program

Plan to Monitor Fidelity of Implementation of G1.B1.S2 [6]

Monitoring the use of Study Island

Person Responsible

Melissa Simmons

Schedule

Biweekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Data from the program.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 [7]

Student scores from the program to increase

Person Responsible

Melissa Simmons

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Data from the program

G2. Increase the percentage of students making learning gains from 71% to 76% on the FSA 2015. [1]

🔑 G038974

G2.B1 Students lack reading endurance and motivation to participate in sustained, independent reading with self-selected reading materials. [2]

🔑 B093761

G2.B1.S1 Zine-Zone Magazine Reading Program [4]

🔑 S104806

Strategy Rationale

Students are exposed to high interest; high reading level materials through magazines.

Action Step 1 [5]

Collect magazines to place in classrooms.

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Reading Logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Sign out of classroom sets of magazines

Person Responsible

Melissa Simmons

Schedule

Biweekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Magazine sign out sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Number of magazines checked out per student

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Magazine Reading Logs

G2.B1.S2 AVID critical reading skills being implemented and are taught using "AVID Weekly" articles (current event articles.) These articles are written at a high lexile level and include higher-order thinking questions. `4`

🔑 S104807

Strategy Rationale

To improve reading comprehension of complex materials for students.

Action Step 1 `5`

Present AVID weekly articles to students.

Person Responsible

Melissa Simmons

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Student scores from questions

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Evidence of program being implemented

> **Person Responsible**
>
> Melissa Simmons
>
> **Schedule**
>
> Weekly, from 8/7/2014 to 5/27/2015
>
> ***Evidence of Completion***
>
> Students' Weekly Scores

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Students lexile levels will increase

> **Person Responsible**
>
> Melissa Simmons
>
> **Schedule**
>
> Monthly, from 8/7/2014 to 5/27/2015
>
> ***Evidence of Completion***
>
> Data from program

G3. Increase the percentage of students in the lowest quartile making learning gains on the FSA from 74% to 79%. `1`

`🔑 G038975`

G3.B1 Students have insufficient fluency in reading. `2`

`🔑 B093762`

G3.B1.S1 Required 30 minutes per day of sustained reading time in all intensive reading classes. `4`

`🔑 S104808`

Strategy Rationale

The more time students spend on reading the better their comprehension and fluency will become.

Action Step 1 `5`

Provide students with 30 minutes of sustained reading time.

Person Responsible

Melissa Simmons

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Improved fluency in reading.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Time provided for sustained reading

Person Responsible

Melissa Simmons

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 [7]

Fluency in reading will increase.

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Performance on Reading Assessments

G4. Increase the percentage of each student subgroups by ethnicity making proficiency on the FSA reading. [1]

G038976

G4.B2 Students don't generalize learned reading strategies. [2]

B093764

G4.B2.S1 Use Learning Focused Strategies. [4]

S104810

Strategy Rationale

This program helps students improve skills through strategies and organization. This program is used by district.

Action Step 1 [5]

Continue to incorporate LFS strategies in all classes

Person Responsible

Melissa Simmons

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Evidence of LFS strategies in classrooms (graphic organizers, cooperative learning, summarization)

Person Responsible

Preston Morgan

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Classroom Walkthroughs

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

PLC Data Chats of the effectiveness of LFS Strategies

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Data from reading assessments

G5. Increase the percentage of ELL students making proficiency on FSA reading. 1

G038977

G5.B1 Students lack the ability to comprehend informational texts, technical writings, and non-fiction. 2

B093765

G5.B1.S1 Use on-grade level passages to familiarize students with more difficult materials. 4

S104811

Strategy Rationale

By using the on-grade passages, it will help these students become more familiar with the english language.

Action Step 1 5

Provide passages containing difficult materials.

Person Responsible

Melissa Simmons

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Achieve 3000 Reports

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Weekly Article Averages Reports
Monitoring Plan

Person Responsible

Melissa Simmons

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Average Score Report

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Strategies for improving student success with grade level non-fiction reading materials

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Achieve 3000 Reports

G6. Increase the percentage of students proficient in reading on the CELLA to 20%. 1

G038978

G6.B1 Lack of Materials 2

B093766

G6.B1.S1 Establish a schedule to include time for reading and documenting magazines 4

S104812

Strategy Rationale

The student will have a set time to work on reading fluency and comprehension.

Action Step 1 5

Implement the Zine-Zone Program

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Documentation of Magazines in Classrooms

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Reading Logs for magazines

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Documentation on reading logs

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Essays written for two articles from magazines

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Two papers that are written

G7. Increase the percentage of students proficient in Listening/Speaking on the CELLA to 93%. [1]

G038979

G7.B1 Lack of English being spoken at home. [2]

B093767

G7.B1.S1 Use of Rosetta Stone Program for practice of language. [4]

S104813

Strategy Rationale

This program speaks the words in the student's native language then in English.

Action Step 1 [5]

ELL students practicing English in conversations.

Person Responsible

Melissa Simmons

Schedule

Biweekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

CELLA score in Listening/Speaking.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 [6]

The use of the Rosetta Stone Language program.

Person Responsible

Melissa Simmons

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Increased language skills of ELL students.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

Increased fluency in the English language for ELL students.

> **Person Responsible**
>
> Melissa Simmons
>
> **Schedule**
>
> Weekly, from 8/7/2014 to 5/27/2015
>
> ***Evidence of Completion***
>
> Improved scores on the CELLA Listening/Speaking

G8. Increase the percentage of students proficient in writing on the CELLA to 40%. `1`

G038980

G8.B1 Lack in confidence in writing in English `2`

B093768

G8.B1.S1 Instruction in writing from the Write to Learn Program `4`

S104814

Strategy Rationale

To help the ELL students write in correct format in the English language.

Action Step 1 `5`

Writing to Learn Program

> **Person Responsible**
>
> Barbara Didjurgis
>
> **Schedule**
>
> Weekly, from 8/7/2014 to 5/27/2015
>
> ***Evidence of Completion***
>
> Number of lessons completed

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

Strategies from Writing to Learn Program

Person Responsible

Barbara Didjurgis

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 `7`

Written Essays

Person Responsible

Barbara Didjurgis

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Scores on Essays

G9. Increase the percentage of students scoring at or above level 4 in reading on the Florida Alternate Assessment. 1

🔑 G038981

G9.B1 Students lack vocabulary skill sets. 2

🔑 B093769

G9.B1.S1 Vocabulary will be presented in a variety of ways to include cause/effect programs, manipulative programs, and visuals. 4

🔑 S104815

Strategy Rationale

Repetitive use of vocabulary will help the student learn the word.

Action Step 1 5

Ensure activities are listed in lesson plans.

Person Responsible

Jean Grady

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Pre/post teacher assessments

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Vocabulary skills are being presented.

Person Responsible

Jean Grady

Schedule

Biweekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Data on classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 [7]

Vocabulary Scores will Improve

Person Responsible

Jean Grady

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Data of assessed skills

G10. Increase the percentage of students scores on the FSA writing. [1]

G038982

G10.B1 Students lack the ability to write a 5 paragraph essay. [2]

B093770

G10.B1.S1 Reteach the writing process to begin writng a 5 paragraph essay. [4]

S104816

Strategy Rationale

To ensure that students have learned the fundamentals of writing.

Action Step 1 [5]

Create a schedule/curriculum to teach a 5 paragraph essay

Person Responsible

Barbara Didjurgis

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Completed Schedule/Curriculum of 5 paragraph essay

Plan to Monitor Fidelity of Implementation of G10.B1.S1 `6`

Write Score to be in place for monitoring

Person Responsible

Barbara Didjurgis

Schedule

Every 6 Weeks, from 8/7/2014 to 5/27/2015

Evidence of Completion

Essay scores Writing is addressed on a continuing, regular basis with focus on organization and support.

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 `7`

Teacher graded essays for 9th grade
Write Scores data for 10th grade

Person Responsible

Barbara Didjurgis

Schedule

Semiannually, from 8/7/2014 to 5/27/2015

Evidence of Completion

Essay Scores

G11. Increase the percentage of students achieving proficiency on Algebra EOC from 72% to 77%. [1]

G038983

G11.B1 End of Course exams being computer based. [2]

B093771

G11.B1.S1 Textbook Formative Assessment (Technology Based) [4]

S104817

Strategy Rationale

to help students maneuver the technology based tests.

Action Step 1 [5]

Formative Assessments

Person Responsible

Doreen Oswald

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Discovery Assessment Data

Plan to Monitor Fidelity of Implementation of G11.B1.S1 [6]

Computer Reports

Person Responsible

Doreen Oswald

Schedule

Every 6 Weeks, from 8/7/2014 to 5/27/2015

Evidence of Completion

Data from Discovery Education Assessments

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 `7`

PLC - Data Chats

Person Responsible

Schedule

On 5/27/2015

Evidence of Completion

Minutes from PLC meeting

G12. Increase the percentage of students who score at the proficiency level on the Geometry EOC to 70% `1`

🔑 G038984

G12.B1 Students have difficulty mastering mathematic concepts `2`

🔑 B093772

G12.B1.S1 Utilizing graphic organizers and cornell notes to help students understand and master the geometry concepts. `4`

🔑 S104818

Strategy Rationale

Through visuals and organization, students will have a better understanding of the geometry concepts.

Action Step 1 `5`

Lesson Plans

Person Responsible

Doreen Oswald

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Completed lesson plans

Plan to Monitor Fidelity of Implementation of G12.B1.S1 `6`

Discovery Education Assessments

Person Responsible

Doreen Oswald

Schedule

Every 6 Weeks, from 8/7/2014 to 5/27/2015

Evidence of Completion

Discovery Education Assessment scores

Plan to Monitor Effectiveness of Implementation of G12.B1.S1 `7`

Study Island

Person Responsible

Doreen Oswald

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Data from program

G13. Increase the percentage of students scoring at or above level 4 in math on the Florida Alternate Assessment. 1

🔑 G038985

G13.B1 Students need additional accommodations to process information 2

🔑 B093773

G13.B1.S2 Use of LFS Strategies in classrooms 4

🔑 S104820

Strategy Rationale

The skills used in Learning Focus Strategies helps the students organize and practice skills to increase knowledge.

Action Step 1 5

Continued use of LFS Strategies

Person Responsible

Jean Grady

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G13.B1.S2 6

Use of LFS Strategies in Classrooms

Person Responsible

Preston Morgan

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Classroom Walkthroughs

Plan to Monitor Effectiveness of Implementation of G13.B1.S2 `7`

Strategies to help students process information

Person Responsible

Jean Grady

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson Plans

G14. Increase the percentage of students who score 70% or higher on the Biology EOC. `1`

🔑 G038986

G14.B1 Students have difficulty with content area reading comprehension `2`

🔑 B093774

G14.B1.S1 Incorporate extended reading passages used in content areas to increase students ability to understand informational and non-fiction text. `4`

🔑 S104821

Strategy Rationale

By incorporating the extended reading passages, it allows the students ample opportunities to practice and refine this skill.

Action Step 1 `5`

Study Island and Explore Learning

Person Responsible

Karen Ray

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Web Based Data

Plan to Monitor Fidelity of Implementation of G14.B1.S1 `6`

Study Island and Explore Learning Data

Person Responsible

Karen Ray

Schedule

Monthly, from 8/15/2014 to 5/27/2015

Evidence of Completion

Web Based Data

Plan to Monitor Effectiveness of Implementation of G14.B1.S1 `7`

Scores on Discovery Education Assessments

Person Responsible

Karen Ray

Schedule

Quarterly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Proficiency scores on the DEA

G15. Increase the percentage of students scoring at or above level 4 in science on the Florida Alternate Assessment. `1`

G038987

G15.B1 Students have difficulty with academic vocabulary `2`

B093775

G15.B1.S1 Incorporate LFS Strategies along with manipulatives, cause/effect programs, and visual support into curriculum `4`

S104822

Strategy Rationale

Through visuals and tactile manipulatives, students will have a better understanding of the skills.

Action Step 1 `5`

Learning Focused Solution Strategies will be implemented in lesson plans

Person Responsible

Jean Grady

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G15.B1.S1 `6`

LFS are being implemented

Person Responsible

Jean Grady

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson Plan Reviews

Plan to Monitor Effectiveness of Implementation of G15.B1.S1 `7`

Learning Focused Solution Strategies are being incorporated in daily lessons

Person Responsible

Jean Grady

Schedule

Weekly, from 9/4/2014 to 4/30/2015

Evidence of Completion

Strategies being utilized by students

G16. Students taking the US History EOC will meet or exceed the state average in regards to the number of students scoring proficient. `1`

🔑 G038988

G16.B1 Questions on the EOC are at a higher complexity than most students are accustomed to. `2`

🔑 B093776

G16.B1.S1 Teachers will adjust their formal assessments throughout the course to reflect this style of questioning. `4`

🔑 S104823

Strategy Rationale

With formal assessments reflecting this style of questioning it gives the students the opportunity to practice and more at ease for the EOC.

Action Step 1 `5`

Publicly released questions from EOCs produced by other states will be utilized to create these new assessments

Person Responsible

Danielle Stewart

Schedule

On 9/30/2014

Evidence of Completion

New assessments used in US History

Plan to Monitor Fidelity of Implementation of G16.B1.S1 `6`

Adjusting/tweaking past tests to accommodate these new questions throughout the year.

Person Responsible

Danielle Stewart

Schedule

Quarterly, from 8/7/2014 to 4/30/2015

Evidence of Completion

Scores on assessments

Plan to Monitor Effectiveness of Implementation of G16.B1.S1 `7`

Check the fidelity of higher order questions.

Person Responsible

Danielle Stewart

Schedule

Every 2 Months, from 9/17/2014 to 4/30/2015

Evidence of Completion

Copies of assessments

G17. Increase the number of students taking industry certification by 5%. `1`

G038989

G17.B1 Lack of student knowledge `2`

B093777

G17.B1.S1 Promote advantages of holding a certification `4`

S104824

Strategy Rationale

By educating the students, this will help them understand career options.

Action Step 1 `5`

Promote industry certifications in class

Person Responsible

James Edwards

Schedule

Monthly, from 9/2/2014 to 4/30/2015

Evidence of Completion

Number of students Taking Industry certification

Plan to Monitor Fidelity of Implementation of G17.B1.S1 `6`

One on One discussions with students about industry certification.

Person Responsible

James Edwards

Schedule

Quarterly, from 8/7/2014 to 4/30/2015

Evidence of Completion

Class enrollment

Plan to Monitor Effectiveness of Implementation of G17.B1.S1 `7`

Promoting Industry Certification by identifing eligible students

Person Responsible

James Edwards

Schedule

Quarterly, from 8/7/2014 to 4/30/2015

Evidence of Completion

CAPE Registration

G18. Increase the number of students who participate in AP classes. `1`

G038990

G18.B1 Lack of student awareness and/or motivation. `2`

B093779

G18.B1.S1 Increase the number of AP classes offered in subjects desired by students. `4`

S104825

Strategy Rationale

By increasing the number of opportunities for students to take AP classes that they want, will get the other students understanding of what AP classes are and how they can succeed in them.

Action Step 1 `5`

Survey students in which areas to increase AP classes

Person Responsible

Preston Morgan

Schedule

Semiannually, from 7/1/2014 to 3/31/2015

Evidence of Completion

List of classes requested by students

Plan to Monitor Fidelity of Implementation of G18.B1.S1 `6`

AP classes will be offered and incorporated into school's master schedule

Person Responsible

Preston Morgan

Schedule

Semiannually, from 7/1/2014 to 3/31/2015

Evidence of Completion

AP Classes listed on Master Schedule

Plan to Monitor Effectiveness of Implementation of G18.B1.S1 `7`

Increase the number of students participating in AP classes

Person Responsible

Preston Morgan

Schedule

Semiannually, from 7/21/2014 to 1/16/2015

Evidence of Completion

Increased class rosters for AP Classes

G19. Decrease the number of students assigned to ISS and OSS by 10% [1]

G038991

G19.B1 Students unaware of school policies and procedures. [2]

B093780

G19.B1.S1 School Policies and Procedures printed in student school planners. [4]

S104826

Strategy Rationale

To ensure that students have the policies and procedures in their hands at all times for review.

Action Step 1 [5]

Make students aware of School Policies and Procedures.

Person Responsible

Preston Morgan

Schedule

Annually, from 8/7/2014 to 5/27/2015

Evidence of Completion

Students signature on policy page

Plan to Monitor Fidelity of Implementation of G19.B1.S1 [6]

Teachers reviewing of School Policies and Procedures

Person Responsible

Preston Morgan

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Labeled in Lesson Plans

Plan to Monitor Effectiveness of Implementation of G19.B1.S1 `7`

Students aware of School Policies and Procedures

Person Responsible

Preston Morgan

Schedule

Biweekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Less number of students assigned to ISS and OSS

G20. Decrease the percentage of students who dropped out during the school year. `1`

🔍 G038992

G20.B1 Students are not feeling connected to the school. `2`

🔍 B093781

G20.B1.S1 Utilize the program RtI Problem Solving Model for Academics. `4`

🔍 S104827

Strategy Rationale

To use data and address areas of need for students.

Action Step 1 `5`

Create a Freshman Target Group

Person Responsible

Joel Camp

Schedule

On 9/30/2014

Evidence of Completion

List of Freshman Target Group

Plan to Monitor Fidelity of Implementation of G20.B1.S1 `6`

Utilize the Positive Behavior System to Encourage Students to Stay in School

Person Responsible

Joel Camp

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

List of PBS Winners

Plan to Monitor Effectiveness of Implementation of G20.B1.S1 `7`

Class Lists

Person Responsible

Joel Camp

Schedule

Semiannually, from 7/14/2014 to 1/30/2015

Evidence of Completion

Class Lists do not decrease

G21. Increase the At- Risk Graduation Rate by 10%. `1`

G038993

G21.B1 Lack of credit attainment `2`

B093782

G21.B1.S1 Credit Recovery Labs offered during school day. `4`

S104828

Strategy Rationale

This will allow students the ability to earn credits lost during previous efforts.

Action Step 1 `5`

Determine missing credits for students getting close to graduation.

Person Responsible

Preston Morgan

Schedule

Every 6 Weeks, from 8/7/2014 to 5/27/2015

Evidence of Completion

List of students and their missing credits.

Plan to Monitor Fidelity of Implementation of G21.B1.S1 `6`

Assign students with missing credits to Credit Recovery Labs

Person Responsible

Preston Morgan

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Class Rosters for Credit Recovery Labs

Plan to Monitor Effectiveness of Implementation of G21.B1.S1 7

Credit attainment by students who were lacking credits.

Person Responsible

Preston Morgan

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Credits earned by students

G22. Decrease the number of students who have excessive unexcused absences and tardies by 25%. 1

G038994

G22.B1 Student Motivation 2

B093783

G22.B1.S1 Develop positive incentives for attendance 4

S104829

Strategy Rationale

To encourage attendance

Action Step 1 5

Create a plan to list positive incentives for students

Person Responsible

Evelyn Weber

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

List of positive incentives

Plan to Monitor Fidelity of Implementation of G22.B1.S1 6

Students with perfect attendance each 9 weeks will be entered into a drawing

Person Responsible

Evelyn Weber

Schedule

Quarterly, from 10/15/2014 to 5/27/2015

Evidence of Completion

List of students who won drawing

Plan to Monitor Effectiveness of Implementation of G22.B1.S1 7

Decrease number of unexcused absences and tardies

Person Responsible

Evelyn Weber

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Number of students on list of unexcused absences and tardies

G23. Develop a process to gauge parental involvement using the hits on the school website and the number of parents using Parent View on the electronic grade book. 1

🔑 G038995

G23.B1 Parents being aware of web-site and receiving access to electronic grade book. 2

🔑 B093784

G23.B1.S1 Use more methods to advertise both programs. 4

🔑 S104830

Strategy Rationale

To make parents aware of their student's grades.

Action Step 1 5

Advertise Information for Parents on the school Marquee.

Person Responsible

Inman Sherman

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Number of inquiries towards information.

Plan to Monitor Fidelity of Implementation of G23.B1.S1 6

List of various ways used to inform parents.

Person Responsible

Preston Morgan

Schedule

On 9/18/2014

Evidence of Completion

List of Informational Techniques

Plan to Monitor Effectiveness of Implementation of G23.B1.S1 `7`

Survey for parents

Person Responsible

Joel Camp

Schedule

On 9/30/2014

Evidence of Completion

Percentage of positive surveys

G24. Increase the number of students who are college ready. `1`

G038996

G24.B1 Students not being ready for college courses `2`

B093785

G24.B1.S1 Provide college readiness classes at the high school level. `4`

S104831

Strategy Rationale

To make the student motivated and confident to go to college after graduation.

Action Step 1 `5`

Provide college readiness skills at the high school level

Person Responsible

Preston Morgan

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G24.B1.S1 `6`

College level skills used in lesson plans

Person Responsible

Preston Morgan

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Review of Lesson Plans

Plan to Monitor Effectiveness of Implementation of G24.B1.S1 `7`

Classroom assignments being completed at a college readiness level.

Person Responsible

Preston Morgan

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Passing grades at a higher scoring rubric

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Achieve 3000 Activity Reports DEA Assessments	Simmons, Melissa	8/7/2014	Passing Scores from FCAT Focus Assessments, Achieve 3000 Activity Reports and Discovery Education Assessments.	5/27/2015 monthly
G1.B1.S2.A1	Study Island Program	Simmons, Melissa	8/7/2014	Data from the program	5/27/2015 weekly
G2.B1.S1.A1	Collect magazines to place in classrooms.	Simmons, Melissa	8/7/2014	Reading Logs	5/27/2015 monthly
G2.B1.S2.A1	Present AVID weekly articles to students.	Simmons, Melissa	8/7/2014	Student scores from questions	5/27/2015 weekly
G3.B1.S1.A1	Provide students with 30 minutes of sustained reading time.	Simmons, Melissa	8/7/2014	Improved fluency in reading.	5/27/2015 daily
G4.B2.S1.A1	Continue to incorporate LFS strategies in all classes	Simmons, Melissa	8/7/2014	Lesson Plans	5/27/2015 daily
G5.B1.S1.A1	Provide passages containing difficult materials.	Simmons, Melissa	8/7/2014	Achieve 3000 Reports	5/27/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S1.A1	Implement the Zine-Zone Program	Simmons, Melissa	8/7/2014	Documentation of Magazines in Classrooms	5/27/2015 monthly
G7.B1.S1.A1	ELL students practicing English in conversations.	Simmons, Melissa	8/7/2014	CELLA score in Listening/Speaking.	5/27/2015 biweekly
G8.B1.S1.A1	Writing to Learn Program	Didjurgis, Barbara	8/7/2014	Number of lessons completed	5/27/2015 weekly
G9.B1.S1.A1	Ensure activities are listed in lesson plans.	Grady, Jean	8/7/2014	Pre/post teacher assessments	5/27/2015 weekly
G10.B1.S1.A1	Create a schedule/curriculum to teach a 5 paragraph essay	Didjurgis, Barbara	8/7/2014	Completed Schedule/Curriculum of 5 paragraph essay	5/27/2015 weekly
G11.B1.S1.A1	Formative Assessments	Oswald, Doreen	8/7/2014	Discovery Assessment Data	5/27/2015 monthly
G12.B1.S1.A1	Lesson Plans	Oswald, Doreen	8/7/2014	Completed lesson plans	5/27/2015 weekly
G13.B1.S2.A1	Continued use of LFS Strategies	Grady, Jean	8/7/2014	Lesson Plans	5/27/2015 weekly
G14.B1.S1.A1	Study Island and Explore Learning	Ray, Karen	8/11/2014	Web Based Data	5/27/2015 weekly
G15.B1.S1.A1	Learning Focused Solution Strategies will be implemented in lesson plans	Grady, Jean	8/7/2014	Lesson Plans	5/27/2015 weekly
G16.B1.S1.A1	Publicly released questions from EOCs produced by other states will be utilized to create these new assessments	Stewart, Danielle	8/7/2014	New assessments used in US History	9/30/2014 one-time
G17.B1.S1.A1	Promote industry certifications in class	Edwards, James	9/2/2014	Number of students Taking Industry certification	4/30/2015 monthly
G18.B1.S1.A1	Survey students in which areas to increase AP classes	Morgan, Preston	7/1/2014	List of classes requested by students	3/31/2015 semiannually
G19.B1.S1.A1	Make students aware of School Policies and Procedures.	Morgan, Preston	8/7/2014	Students signature on policy page	5/27/2015 annually
G20.B1.S1.A1	Create a Freshman Target Group	Camp, Joel	8/7/2014	List of Freshman Target Group	9/30/2014 one-time
G21.B1.S1.A1	Determine missing credits for students getting close to graduation.	Morgan, Preston	8/7/2014	List of students and their missing credits.	5/27/2015 every-6-weeks
G22.B1.S1.A1	Create a plan to list positive incentives for students	Weber, Evelyn	8/7/2014	List of positive incentives	5/27/2015 weekly
G23.B1.S1.A1	Advertise Information for Parents on the school Marquee.	Sherman, Inman	8/7/2014	Number of inquiries towards information.	5/27/2015 weekly
G24.B1.S1.A1	Provide college readiness skills at the high school level	Morgan, Preston	8/7/2014	Lesson Plans	5/27/2015 weekly
G1.MA1	Interpreting Data from assessments to drive instruction	Simmons, Melissa	8/7/2014	FSA Reading Scores Improving	5/27/2015 annually
G1.B1.S1.MA1	Strategies for improving student success with grade level informational text.	Simmons, Melissa	8/7/2014	Achieve 3000 Reports FSA Reading Assessment DEA Assessment	5/27/2015 monthly
G1.B1.S1.MA1	Monitoring Reading Plan	Simmons, Melissa	8/7/2014	Weekly Report of Articles Completed	5/27/2015 monthly
G1.B1.S2.MA1	Student scores from the program to increase	Simmons, Melissa	8/7/2014	Data from the program	5/27/2015 quarterly
G1.B1.S2.MA1	Monitoring the use of Study Island	Simmons, Melissa	8/7/2014	Data from the program.	5/27/2015 biweekly
G2.MA1	Students reading endurance and motivation with independent reading.	Simmons, Melissa	8/7/2014	Increase in learning gains on FCAT 2.0	5/27/2015 monthly
G2.B1.S1.MA1	Number of magazines checked out per student	Simmons, Melissa	8/7/2014	Magazine Reading Logs	5/27/2015 monthly
G2.B1.S1.MA1	Sign out of classroom sets of magazines	Simmons, Melissa	8/7/2014	Magazine sign out sheets	5/27/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1	Students lexile levels will increase	Simmons, Melissa	8/7/2014	Data from program	5/27/2015 monthly
G2.B1.S2.MA1	Evidence of program being implemented	Simmons, Melissa	8/7/2014	Students' Weekly Scores	5/27/2015 weekly
G3.MA1	Students in the lowest reading quartile making learning gains.	Simmons, Melissa	8/7/2014	Scores on FCAT 2.0	5/27/2015 annually
G3.B1.S1.MA1	Fluency in reading will increase.	Simmons, Melissa	8/7/2014	Performance on Reading Assessments	5/27/2015 monthly
G3.B1.S1.MA1	Time provided for sustained reading	Simmons, Melissa	8/7/2014	Lesson Plans	5/27/2015 daily
G4.MA1	Discovery Education Assessments	Simmons, Melissa	8/7/2014	Discovery Education Assessment scores	5/27/2015 quarterly
G4.B2.S1.MA1	PLC Data Chats of the effectiveness of LFS Strategies	Simmons, Melissa	8/7/2014	Data from reading assessments	5/27/2015 monthly
G4.B2.S1.MA1	Evidence of LFS strategies in classrooms (graphic organizers, cooperative learning, summarization)	Morgan, Preston	8/7/2014	Classroom Walkthroughs	5/27/2015 daily
G5.MA1	ELL students will become proficient in reading	Simmons, Melissa	8/7/2014	FSA Reading scores	5/27/2015 annually
G5.B1.S1.MA1	Strategies for improving student success with grade level non-fiction reading materials	Simmons, Melissa	8/7/2014	Achieve 3000 Reports	5/27/2015 monthly
G5.B1.S1.MA1	Weekly Article Averages Reports Monitoring Plan	Simmons, Melissa	8/7/2014	Average Score Report	5/27/2015 weekly
G6.MA1	CELLA Reading	Simmons, Melissa	8/7/2014	CELLA Reading Scores	5/27/2015 annually
G6.B1.S1.MA1	Essays written for two articles from magazines	Simmons, Melissa	8/7/2014	Two papers that are written	5/27/2015 monthly
G6.B1.S1.MA1	Reading Logs for magazines	Simmons, Melissa	8/7/2014	Documentation on reading logs	5/27/2015 monthly
G7.MA1	Increase the percentage of students proficient in Listening/Speaking on the CELLA	Simmons, Melissa	8/7/2014	Scores on CELLA in Listening/ Speaking	5/27/2015 annually
G7.B1.S1.MA1	Increased fluency in the English language for ELL students.	Simmons, Melissa	8/7/2014	Improved scores on the CELLA Listening/Speaking	5/27/2015 weekly
G7.B1.S1.MA1	The use of the Rosetta Stone Language program.	Simmons, Melissa	8/7/2014	Increased language skills of ELL students.	5/27/2015 weekly
G8.MA1	CELLA Writing	Didjurgis, Barbara	8/7/2014	CELLA writing scores	5/27/2015 annually
G8.B1.S1.MA1	Written Essays	Didjurgis, Barbara	8/7/2014	Scores on Essays	5/27/2015 monthly
G8.B1.S1.MA1	Strategies from Writing to Learn Program	Didjurgis, Barbara	8/7/2014	Lesson Plans	5/27/2015 weekly
G9.MA1	Improvement of vocabulary skills	Grady, Jean	8/7/2014	Formative Assessments	5/27/2015 annually
G9.B1.S1.MA1	Vocabulary Scores will Improve	Grady, Jean	8/7/2014	Data of assessed skills	5/27/2015 monthly
G9.B1.S1.MA1	Vocabulary skills are being presented.	Grady, Jean	8/7/2014	Data on classroom walkthroughs	5/27/2015 biweekly
G10.MA1	Write Score Essays	Didjurgis, Barbara	8/7/2014	Write Scores	5/27/2015 quarterly
G10.B1.S1.MA1	Teacher graded essays for 9th grade Write Scores data for 10th grade	Didjurgis, Barbara	8/7/2014	Essay Scores	5/27/2015 semiannually
G10.B1.S1.MA1	Write Score to be in place for monitoring	Didjurgis, Barbara	8/7/2014	Essay scores Writing is addressed on a continuing, regular basis with focus on organization and support.	5/27/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G11.MA1	Algebra EOC	Oswald, Doreen	8/7/2014	Algebra EOC test scores	5/27/2015 annually
G11.B1.S1.MA1	PLC - Data Chats		8/7/2014	Minutes from PLC meeting	5/27/2015 one-time
G11.B1.S1.MA1	Computer Reports	Oswald, Doreen	8/7/2014	Data from Discovery Education Assessments	5/27/2015 every-6-weeks
G12.MA1	Formative Assessments	Oswald, Doreen	8/7/2014	Geometry EOC scores	5/27/2015 annually
G12.B1.S1.MA1	Study Island	Oswald, Doreen	8/7/2014	Data from program	5/27/2015 monthly
G12.B1.S1.MA1	Discovery Education Assessments	Oswald, Doreen	8/7/2014	Discovery Education Assessment scores	5/27/2015 every-6-weeks
G13.MA1	Students scoring at or above level 4 in math on the FAA	Grady, Jean	8/7/2014	Scores from the FAA	5/27/2015 annually
G13.B1.S2.MA1	Strategies to help students process information	Grady, Jean	8/7/2014	Lesson Plans	5/27/2015 weekly
G13.B1.S2.MA1	Use of LFS Strategies in Classrooms	Morgan, Preston	8/7/2014	Classroom Walkthroughs	5/27/2015 monthly
G14.MA1	Students scoring 70% or higher on the Biology EOC	Ray, Karen	8/7/2014	Scores on the Biology EOC	5/27/2015 semiannually
G14.B1.S1.MA1	Scores on Discovery Education Assessments	Ray, Karen	8/11/2014	Proficiency scores on the DEA	5/27/2015 quarterly
G14.B1.S1.MA1	Study Island and Explore Learning Data	Ray, Karen	8/15/2014	Web Based Data	5/27/2015 monthly
G15.MA1	Students are understanding academic vocabulary	Grady, Jean	8/7/2014	Scores from the Florida Alternate Assessment	4/30/2015 monthly
G15.B1.S1.MA1	Learning Focused Solution Strategies are being incorporated in daily lessons	Grady, Jean	9/4/2014	Strategies being utilized by students	4/30/2015 weekly
G15.B1.S1.MA1	LFS are being implemented	Grady, Jean	8/7/2014	Lesson Plan Reviews	5/27/2015 monthly
G16.MA1	Students will increase EOC scores	Stewart, Danielle	12/1/2014	EOC US History scores are released	4/30/2015 annually
G16.B1.S1.MA1	Check the fidelity of higher order questions.	Stewart, Danielle	9/17/2014	Copies of assessments	4/30/2015 every-2-months
G16.B1.S1.MA1	Adjusting/tweaking past tests to accommodate these new questions throughout the year.	Stewart, Danielle	8/7/2014	Scores on assessments	4/30/2015 quarterly
G17.MA1	Number of students taking industry certification	Edwards, James	9/18/2014	Student List of CAPE Registration	4/30/2015 quarterly
G17.B1.S1.MA1	Promoting Industry Certification by identifying eligible students	Edwards, James	8/7/2014	CAPE Registration	4/30/2015 quarterly
G17.B1.S1.MA1	One on One discussions with students about industry certification.	Edwards, James	8/7/2014	Class enrollment	4/30/2015 quarterly
G18.MA1	Percentage of students who take AP finals	Lawrence, Kelly	3/2/2015	Reporting AP Final scores	5/27/2015 annually
G18.B1.S1.MA1	Increase the number of students participating in AP classes	Morgan, Preston	7/21/2014	Increased class rosters for AP Classes	1/16/2015 semiannually
G18.B1.S1.MA1	AP classes will be offered and incorporated into school's master schedule	Morgan, Preston	7/1/2014	AP Classes listed on Master Schedule	3/31/2015 semiannually
G19.MA1	Fewer Discipline Referrals	Morgan, Preston	8/7/2014	Decreased number of students assigned to ISS and OSS	5/27/2015 weekly
G19.B1.S1.MA1	Students aware of School Policies and Procedures	Morgan, Preston	8/7/2014	Less number of students assigned to ISS and OSS	5/27/2015 biweekly
G19.B1.S1.MA1	Teachers reviewing of School Policies and Procedures	Morgan, Preston	8/7/2014	Labeled in Lesson Plans	5/27/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G20.MA1	Decreased number of students who drop out of school	Camp, Joel	8/7/2014	Percentage of Students on the Drop Out List	5/27/2015 daily
G20.B1.S1.MA1	Class Lists	Camp, Joel	7/14/2014	Class Lists do not decrease	1/30/2015 semiannually
G20.B1.S1.MA1	Utilize the Positive Behavior System to Encourage Students to Stay in School	Camp, Joel	8/7/2014	List of PBS Winners	5/27/2015 weekly
G21.MA1	Student will graduate on time with correct number of credits	Morgan, Preston	1/9/2015	List of students graduating and Promotion letters	5/27/2015 semiannually
G21.B1.S1.MA1	Credit attainment by students who were lacking credits.	Morgan, Preston	8/7/2014	Credits earned by students	5/27/2015 quarterly
G21.B1.S1.MA1	Assign students with missing credits to Credit Recovery Labs	Morgan, Preston	8/7/2014	Class Rosters for Credit Recovery Labs	5/27/2015 quarterly
G22.MA1	Number of students with unexcused absences and tardies reduced	Weber, Evelyn	9/18/2014	Report to County Office with percentage of students unexcused absences and tardies	5/27/2015 every-2-months
G22.B1.S1.MA1	Decrease number of unexcused absences and tardies	Weber, Evelyn	8/7/2014	Number of students on list of unexcused absences and tardies	5/27/2015 monthly
G22.B1.S1.MA1	Students with perfect attendance each 9 weeks will be entered into a drawing	Weber, Evelyn	10/15/2014	List of students who won drawing	5/27/2015 quarterly
G23.MA1	More access of grade book and school web-site by parents	Morgan, Preston	8/7/2014	Increased number of hits for web-site and parent signature sheets.	5/27/2015 weekly
G23.B1.S1.MA1	Survey for parents	Camp, Joel	8/7/2014	Percentage of positive surveys	9/30/2014 one-time
G23.B1.S1.MA1	List of various ways used to inform parents.	Morgan, Preston	8/7/2014	List of Informational Techniques	9/18/2014 one-time
G24.MA1	Increased percentage of students who are college ready	Morgan, Preston	9/18/2014	Passing scores on college ready assessments	5/27/2015 one-time
G24.B1.S1.MA1	Classroom assignments being completed at a college readiness level.	Morgan, Preston	8/7/2014	Passing grades at a higher scoring rubric	5/27/2015 weekly
G24.B1.S1.MA1	College level skills used in lesson plans	Morgan, Preston	8/7/2014	Review of Lesson Plans	5/27/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Increase the percentage of all students reaching Reading Proficiency on the Florida Standards Assessment from 58% to 65%

> **G1.B1** Low comprehension of informational texts.

> **G1.B1.S1** Achieve 3000 will be mandatory each week for all reading classes. Reading teachers will use the program in flexible groups in class and in reading lab (2 times each week.)

PD Opportunity 1

Achieve 3000 Activity Reports DEA Assessments

Facilitator

Reading Coach

Participants

Reading Department Teachers

Schedule

Monthly, from 8/7/2014 to 5/27/2015

G4. Increase the percentage of each student subgroups by ethnicity making proficiency on the FSA reading.

> **G4.B2** Students don't generalize learned reading strategies.

> **G4.B2.S1** Use Learning Focused Strategies.

PD Opportunity 1

Continue to incorporate LFS strategies in all classes

Facilitator

District LFS Instructors

Participants

Classroom Teachers

Schedule

Daily, from 8/7/2014 to 5/27/2015

G10. Increase the percentage of students scores on the FSA writing.

G10.B1 Students lack the ability to write a 5 paragraph essay.

G10.B1.S1 Reteach the writing process to begin writng a 5 paragraph essay.

PD Opportunity 1

Create a schedule/curriculum to teach a 5 paragraph essay

Facilitator

ELA Department Chair

Participants

ELA Teachers - 9th/10th

Schedule

Weekly, from 8/7/2014 to 5/27/2015

G11. Increase the percentage of students achieving proficiency on Algebra EOC from 72% to 77%.

G11.B1 End of Course exams being computer based.

G11.B1.S1 Textbook Formative Assessment (Technology Based)

PD Opportunity 1

Formative Assessments

Facilitator

Math Department Chair

Participants

Math Teachers

Schedule

Monthly, from 8/7/2014 to 5/27/2015

G13. Increase the percentage of students scoring at or above level 4 in math on the Florida Alternate Assessment.

G13.B1 Students need additional accommodations to process information

G13.B1.S2 Use of LFS Strategies in classrooms

PD Opportunity 1

Continued use of LFS Strategies

Facilitator

ESE Department Chair

Participants

ESE Teachers Inclusion Teachers

Schedule

Weekly, from 8/7/2014 to 5/27/2015

G14. Increase the percentage of students who score 70% or higher on the Biology EOC.

G14.B1 Students have difficulty with content area reading comprehension

G14.B1.S1 Incorporate extended reading passages used in content areas to increase students ability to understand informational and non-fiction text.

PD Opportunity 1

Study Island and Explore Learning

Facilitator

Science Department Chair

Participants

Science Teachers

Schedule

Weekly, from 8/11/2014 to 5/27/2015

G15. Increase the percentage of students scoring at or above level 4 in science on the Florida Alternate Assessment.

G15.B1 Students have difficulty with academic vocabulary

G15.B1.S1 Incorporate LFS Strategies along with manipulatives, cause/effect programs, and visual support into curriculum

PD Opportunity 1

Learning Focused Solution Strategies will be implemented in lesson plans

Facilitator

ESE Department Chair

Participants

ESE Teachers

Schedule

Weekly, from 8/7/2014 to 5/27/2015

G24. Increase the number of students who are college ready.

G24.B1 Students not being ready for college courses

G24.B1.S1 Provide college readiness classes at the high school level.

PD Opportunity 1

Provide college readiness skills at the high school level

Facilitator

Administration

Participants

Classroom Teachers

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: Increase the percentage of all students reaching Reading Proficiency on the Florida Standards Assessment from 58% to 65%	600
Goal 9: Increase the percentage of students scoring at or above level 4 in reading on the Florida Alternate Assessment.	600
Goal 10: Increase the percentage of students scores on the FSA writing.	600
Goal 11: Increase the percentage of students achieving proficiency on Algebra EOC from 72% to 77%.	600
Goal 14: Increase the percentage of students who score 70% or higher on the Biology EOC.	600
Goal 16: Students taking the US History EOC will meet or exceed the state average in regards to the number of students scoring proficient.	600
Goal 17: Increase the number of students taking industry certification by 5%.	600
Grand Total	**4,200**

Goal 1: Increase the percentage of all students reaching Reading Proficiency on the Florida Standards Assessment from 58% to 65%		
Description	**Source**	**Total**
B1.S1.A1 - Improving Instruction in th Reading Department	School Improvement Funds	600
Total Goal 1		**600**

Goal 9: Increase the percentage of students scoring at or above level 4 in reading on the Florida Alternate Assessment.		
Description	**Source**	**Total**
B1.S1.A1 - To Improve Instruction in the ESE classes	Title II	600
Total Goal 9		**600**

Goal 10: Increase the percentage of students scores on the FSA writing.		
Description	**Source**	**Total**
B1.S1.A1 - Inservice workshops for writing to improve instruction.	School Improvement Funds	600
Total Goal 10		**600**

Goal 11: Increase the percentage of students achieving proficiency on Algebra EOC from 72% to 77%.		
Description	**Source**	**Total**
B1.S1.A1 - Improving Instruction in the Math Department	School Improvement Funds	600
Total Goal 11		**600**

Goal 14: Increase the percentage of students who score 70% or higher on the Biology EOC.		
Description	**Source**	**Total**
B1.S1.A1 - To improve instruction in math	School Improvement Funds	600
Total Goal 14		**600**

Goal 16: Students taking the US History EOC will meet or exceed the state average in regards to the number of students scoring proficient.		
Description	**Source**	**Total**
B1.S1.A1 - To Improve Instruction in Social Studies	Title II	600
Total Goal 16		**600**

Goal 17: Increase the number of students taking industry certification by 5%.		
Description	**Source**	**Total**
B1.S1.A1 - To promote career academies with students	Title II	600
Total Goal 17		**600**