Santa Fe High School

2014-15 School Improvement Plan

Santa Fe High School

16213 NW US HIGHWAY 441, Alachua, FL 32615

http://www.sbac.edu/pages/acps

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	37%

Alternative/ESE Center	Charter School	Minority
No	No	29%

School Grades History

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

School Board Approval

This plan is pending approval by the Alachua 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	2	[Wayne Green](#)

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at Santa Fe High School is to build character and citizenship by providing a comprehensive education that fosters learning and critical thinking for a productive life.

Provide the school's vision statement

The community, parents, students, faculty, staff, and administration will work together to create an academically rigorous curriculum in an environment where everyone can learn in a respectful manner. We will continue to develop, support, and maintain powerful teaching and learning. We will use innovative techniques to enhance life-long learning through the use of technology and varied instructional strategies. We will celebrate our diversity within a positive school atmosphere. We will recognize accomplishments, promote good sportsmanship, and appreciate the unique qualities of each individual. We will nurture growth, responsibility, citizenship, and productivity through daily studies, academic achievements, and social interactions.

School Environment

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

Santa Fe High School is the recipient school of several different middle schools. We receive students from Mebane Middle School in Alachua, High Springs Community School in High Springs, and various middle schools in the Gainesville area. The students who are from the local schools share the rich tradition and culture of the community and fit in well within our school atmosphere. The students who are coming in from Gainesville have applied and been accepted into one the magnet programs, thereby requesting to be added into our school's culture and atmosphere. When registering all the incoming students, we learn about their likes and dislikes according to classes chosen, sports and activities they've inquired about, and discussions we have with them at the home school about the different clubs, activities, sports, classes, teachers that we have at Santa Fe. Over the past 3 years, we've seen a dramatic increase in the number of students wanting to come to Santa Fe from outside the community. Whether it's the magnet classes, the activities and clubs we offer, or the sense of community and family they feel when they're here, the students enjoy the coming to Santa Fe High School.

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

Students have a sense of safety at Santa Fe before, during, and after-school. Administrators are on campus at least an hour before school begins, and provide supervision 30 minutes after school dismisses. Supervision is also provided between class changes, in the cafeteria, around the campus during lunch, and at the bus drop off and pick up. If students stay on campus after 3:30 PM, they must be involved in an activity that has adult supervision. Teachers are given a Crisis Plan at the beginning of the year and several safety drills are conducted throughout the year. We also practice lock-down procedures twice a year. With three administrators, two deans, fifty-six teachers, and three guidance counselors, students always have someone to talk to if a problem arises.

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

One of the major goals of the Dean's office is to ensure that all students are informed of their rights and responsibilities at Santa Fe High School. At the beginning of each year, every student is given a Student Code of Conduct and an academic planner that establishes all rules and procedures for every student at Santa Fe High School. These two reference materials are used by the Deans in determining appropriate disciplinary decisions. The deans go over the code of conduct and classroom management procedures during pre-planning with the teachers. Students are orientated to the rules and procedures by their first period teacher during the first week of school. Discipline should first be handled by the classroom teacher except in cases that are severe, then a dean should be called in. We also try to minimize distractions in the classroom, limiting announcements to the first and last 5 minutes of the day. A counselor is also available to talk to troubled students when the need arises.

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

The school counselors educate students on the role and services that school counselors provide, which include addressing personal, social and emotional issues. The school counselors educate students about what bullying is and the ways in which to report bullying and encouraged students to take a stand against bullying. The school counselors create a quarterly newsletter to address personal and social issues that educate and encourage healthy strategies to manage social-emotional needs. The school counselors meet with students through self-identification and parent or teacher referral to address personal issues related to social-emotional needs.
The school counselors also provide access to a licensed mental health counselor (Meridian) to meet with students who need ongoing mental health and therapeutic counseling. We are also re-implementing the Student Services Committee which will identify students who need extra support.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early warning indicators that are used at Santa Fe High School are 1) when a student's attendance falls below a 90%; 2) when a student has one or more suspensions, whether in or out of school; 3) when a student fails and English or Math class; and 4) when a student scores a Level 1 on the statewide, standardized assessment in English Language Arts or mathematics.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	48	55	56	46	205
One or more suspensions	26	16	13	10	65
Course failure in ELA or Math	61	43	41	23	168
Level 1 on statewide assessment	50	42	28	6	126
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	20	10	27	13	70

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies used are
1) phoning home to make sure parents are aware of absences;
2) holding EPT meetings to determine strategies to use with students and teachers to decrease suspension and referral rates;
3) offering CROP classes, e-school classes, and FLVS during the school day as well as after-school ;
4) having Intensive Reading classes for students who've made a Level 1 or 2 on FCAT reading test and offering Liberal Arts Math classes for students who failed the Alg. 1 EOC test.
5) Tutoring is available on Monday and Wednesday afternoons for students needing extra help in any math class. Adult Education offers math classes Mondays through Thursdays on our campus.
6) We have a resource officer on campus who helps with truancy and tardy issues.
7) We are open to students during the summer, offering CROP and Adult Education for students to make up credits. We offer the EOC retakes with several remedial classes offered prior to the tests.

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

Goal: To increase the active participation of parents in school related activities to support our students reaching their highest academic and social potential by providing a variety of school functions and opportunities for involvement. Santa Fe High School provides many opportunities for

parent engagement through the year. We encourage parent involvement through the school's website, Infinite Campus, a newsletter which is published four times per year, parent booster organizations, and Individualized Program of Study meetings with Parents and Guidance Counselors upon request.

Parents can serve on the School Advisory Council to assist in decision making for school improvement initiatives. Additionally parents are encouraged, and do, volunteer to assist with athletics, clubs, activities and special events. In the 2013-2014 school year, Santa Fe High School had 225 volunteers. Those volunteers accounted for 15,000 hours.

Santa Fe High School has approximately 75% of the parents who, when surveyed, reported that they take part in both informal meetings and academic events. All parents have access to the faculty and staff's e-mail, which most report is the best avenue for information and communication. Infinite campus is used by 80% of the parents in our school as the preferred method of communication for grades and assignments. We offer parent-teacher conference nights to enable working parents to schedule personal meetings with teachers. We host a curriculum fair to showcase our magnet programs and AP programs as well as sports and clubs available. The marquee in front of the school is used to notify parents of upcoming events. Parents are welcome on our campus and take advantage of the opportunities provided to get involved in the academics of the students.

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

The Biotechnology Program works with local colleges, and Industries at the Progress Center, to enrich student education through field trips and guest speakers. Additionally, the Biotechnology Advisory board is comprised of members of local Biotech Industries and Santa Fe College who participate to help guide students in our program towards meeting the needs of industrial employers whom our students may work for in the future, and/or entry requirements for college. Our program's Open House educates the community about the opportunities to participate in Biotech that are abundant in our area.

Our Agriscience Program works with local farmers, feed stores, businessmen to support and sustain our agriscience program. These ranch owners and business owners promote the study of agriculture and related industries in Alachua County schools, serve as mentors to students who are working on ag. projects, advise and provide assistance to students who participate in FFA competitions, serve as judges for various Career Development Events, help obtain awards for student winners in competitive events, and provide assistance and information regarding grants available to agriculture programs. Many other supporters donate their time and expertise in coaching Parliamentary Procedure Teams and Livestock Judging teams. Several local businesses donated money for supplies and rolls or bales of hay; loan employee and cattle trailers to haul animals to State and Youth Fair; employee students; or give discounts on materials and supplies needed for the Agriscience program.

Our athletic department and music department have several business partners throughout the community. Some businesses provide in-kind donations, monetary, and supplies needed to help make our athletic teams and marching band successful.

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
Le Clear, Elizabeth	Principal
Zehner, Susan	Assistant Principal
Wakeley, Wanza	Assistant Principal

Duties

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

The Principal's job is to look at all data for all students, looking for trends, problems, and then support teachers so they can meet the needs of students. The Assistant Principals' jobs are to monitor individual teacher data, have data chats with teachers, and discuss students who may need differentiation in their classrooms.
The Principal and Assistant Principals have data chats with each of the teachers who've been assigned to them for formal evaluations. Struggling and beginning/new teachers are assigned a mentor teacher who observes, models, and gives support to that teacher so students are successful. All of these discussions stem from looking at testing data and observing classrooms. The administration meets with all teachers, surveying the wants and needs, discussing data, and using that input to plan Professional Development, allocate resources, and provide support.

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

First, the administration looks at FCAT and EOC data to begin the process of knowing who is in need of more instruction. Then we look at individual teacher data to see where those students are in the classroom. We have DATA Chats and Counselor chats with students one-on -one. Students are then counseled and teachers differentiate instruction so the student may be successful in his or her classroom.
Adult Education: Adult Education is offered to students in the afternoons to help complete Math courses. There are two teachers who split the 4-day Adult Education week, and there are also two Math teachers who hold tutoring sessions alongside the Adult Education teachers. Students are identified by their guidance counselor and encouraged to enroll in the program to regain lost credit. The Adult Education teachers are paid through district funds.
Career and Technical Education (CTE): There are 4 CTE courses offered here at Santa Fe High School. The certificate courses are Agriculture and Biotechnology. The other CTE courses are Carpentry and Cabinet-making and Computing for College and Career. Carl Perkins funds help pay for these programs that reach over one-half of our student population. The Biotechnology classes are funded through Race-to-the-Top funds.
Supplemental Academic Instruction: The Credit Retrieval Option Program is offered to any student who needs to make up credits. Crop is offered during a research period in school and afterschool twice a week for 2 hours. Math tutoring is offered to help students with ACT prep. Crop and Math Tutoring is paid through district funds.
Title X Homeless: There is a homeless advocate at the county level who provide services for students and families who are experiencing homelessness. Guidance staff provides the names to the advocate and she contacts the student and family and using McKenny-Vento funds, can help that student and family find the support they need.
ESE Job training: On the job training is provided through our ESE department to students and allows

them to learn real world skills. Students are taught in a variety of settings, from the garden which is on campus, to a business within the community.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Elizabeth LeClear	Principal
Josh Jett	Teacher
Pamela Gonzales	Teacher
Bob Howland	Teacher
Paul Turney	Teacher
Danette Drageset	Parent
Randi Dincher	Parent
Elise Whann	Parent
Heather Caballero	Parent
Donna Anderson	Education Support Employee
Kathy Colson	Business/Community
Adam Boukari	Business/Community
Byran Williams	Business/Community
Chad Scott	Business/Community
Landon Everett	Student
Taylor Morgan	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 reviews FCAT, EOC, and AP results as well as student data on discipline and attendance. The SAC also receives feedback from parents, students, and staff through surveys. All of this information is used in developing the School Improvement Plan. The principal provides additional information regarding district, state and federal initiatives which impact our school. The SAC considers all of this data when making decisions and reviewing the SIP.

Development of this school improvement plan

The principal provides relevant school data at initial SAC meeting and introduces the three major goals and areas of concern for the school year. Fund balances for ADS and LOT are announced, with a review of previous year's expenditures.

Preparation of the school's annual budget and plan

The SAC meets bi-monthly and reviews applications for SAC mini-grants which are awarded to teachers. The SAC reviews district, state and federal mandates to ensure that the school is in compliance with regulations. The SAC also reviews data from previous years to determine the school's needs for the 2014-15 school year.

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

Expenditures for 2013-2014 were:
a. Annual Science Fair and Department Requests: $1785
b. Math Tutoring after-school: $1124
c. Carnival Reward for No Referrals, No Unexcused Absences; Positive Behavior Support System: $1293
d. "9th Grade Success Day": $2500
e. Ladybugs and eInstruction-$8850
f. Laptops for Ag Dept.-$2200
g. ACT Prep books-$265
h. Speech and Debate National trip-$1000
i. 6th period for Research/Crop teacher-$3436
j. Ag equipment-$1894
k. Funding for Hope Class for Physically and Intellectually Challenged-$940

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
Le Clear, Elizabeth	Principal
Zehner, Susan	Assistant Principal
Wakeley, Wanza	Assistant Principal
Curtis, Mattie	Teacher, K-12
Coe, Robert	Instructional Technology
Turney, Paul	Teacher, K-12
Honeycutt, Brittany	Teacher, K-12
Moore, Georgeana	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

One major initiative this year will be writing across the curriculum. This will be presented to the teachers in a mini-workshop that will be carried out throughout the school year. Members of the LLT will work together to plan a PD based on writing strategies that work in any curriculum. Teachers will learn to incorporate literacy benchmarks into their Florida Standards Lesson Plans. Teachers will also collect data and monitor the progress of their lowest performing students.

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

New and struggling teachers are given the opportunity to observe experienced teachers in the classroom. Every teacher has collaborative planning time from 8:00-9:00 AM. Teachers meet as departments once a month to examine data, discuss curriculum and student concerns, and monitor pacing criteria. Professional Learning Communities meet as needed to complete the lesson study for the year. Teachers in the same discipline are located in close proximity to one another. Substitutes are secured on a regular basis, so teachers can attend pertinent trainings or collaborate on lesson plans. AP and regular classroom teachers are encouraged to network with teachers from other schools, observing different teaching styles and strategies.

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

Dr. LeClear attends the yearly Instructional Career Fair hosted by Alachua County and meets new teacher education graduates. She also speaks at UF, Saint Leo, as well as Santa Fe College's Teacher Prep Classes. We provide additional support other than the county's mentoring. Applicant's references and experience are checked by Dr. LeClear, Mrs. Wakeley, or Mrs. Zehner. Applicants for each position are interviewed by at least 2 administrators and all are asked the same questions to ensure equity in hiring. We have a high retention rate of teachers at this school, due to the fact that our students are well-behaved, high achieving, and it is a positive workplace. Beginning teachers have a mentor through the county. Santa Fe also provides not only coaching by an Assistant Principal, but a monthly informal meeting with Dr. LeClear to discuss their well-being, progress, and concerns. The new teachers are given extra collaborative time to meet with an experienced master teacher of the same subject throughout the year. During the past three years, we have retained all of our new teachers at Santa Fe.

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

Our county mentoring program involves a mentor coach who comes and visits every two weeks with the beginning teacher. The mentor observes, evaluates, and offers critiques and support to that teacher. Santa Fe High School has secured mentor coaches for teachers who are struggling in the classroom. Struggling teachers are ones whose students are not successful in the classroom, whose students score low on standardized tests, or who have an excessive number of discipline referrals. The rationale for pairing is that we find a master teacher in the same field who has good parent and student rapport, strong classroom management, and strong instructional techniques can take the new teacher under his/her wing and help them to become a stronger teacher.

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

The administration has a copy of the Item Specification Notebook, uses CPALMS, and adopts only state approved textbooks. Teachers are offered trainings through the district and are aware of these resources available to them. The teachers' textbooks and the district have pacing guides which are followed by every teacher within that curriculum. There are District Content area Supervisors who provide the teachers with instruction, clarification, and pacing using the Florida standards: Pamela Morgan, Math; and Melissa Pratto, English; ZoEllen Warren, Science; and Charley Wise, Social Studies.

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

The administration looks at data from FCAT tests, EOCs, Ontrack testing, and AP test scores to provide information to our teachers so they can evaluate what their students know and what they need to work on. Teachers are given their individual data from the previous year, so they can plan for the upcoming year. Looking at past data can show the teacher how to manage their time on different areas of their curriculum. An example of how instruction is supplemented is that students are given multiple opportunities throughout the year to take an Algebra remedial class afterschool for 10 days prior to the Algebra 1 EOC retakes. Students are also given opportunities for tutoring before and after school for math.

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: 17,280

Students are given the opportunity to make-up credit using (CROP-credit retrieval option program) Edmentum, an online credit retrieval program. Students may only take this class if they've failed a course. They may not take this class if they've not taken the class before. This class takes place twice a week for 2 hours each day.

Strategy Rationale

Grades made in CROP will replace Ds or Fs made in a regular class thus raising their GPA.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Harris, Eliot, harriseo@gm.sbac.edu

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

Upon counselor recommendation, students are registered in class by the teacher in charge, Mr. Harris or Administrator-Mrs. Zehner. Students work through an online class and receive grades which replace the grades they received in the class.

Strategy: Before School Program

Minutes added to school year: 10,800

One hour before school each day is set aside for teachers to meet collaboratively in the Professional Learning Communities, for an IEP, or to plan with teachers in their department.

Strategy Rationale

Teachers will be more willing to meet during the school day on school-related activities than to stay after school.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Le Clear, Elizabeth, lecleaea@gm.sbac.edu

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

Attendance at IEPs is gathered, PLC Lesson Studies are turned in, and lesson plans are checked monthly to make sure teachers are adhering to the district policies.

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

Strategies that Santa Fe uses to support incoming 9th graders are:
a) An administrator is designated for each grade level. The 9th grade administrator is introduced during the 9th grade Orientation so parents can easily identify with their child's administrator.
b) Freshmen success day is held the 2nd day of school. Ninth-graders are divided into teams which are led around the school and shown how to use the lunchroom, library, and computers in the computer lab, etc... Students also are introduced to all the administrators, deans, guidance counselors, athletic director, and get to hear a motivational speaker.
c) Guidance counselors visit in 9th grade classrooms at the beginning of the year to go over graduation requirements.
d) Students who earned a Level 1 and 2 are entered into intensive reading classes so they get extra support for the new FSA tests.
e) Even before the 9th graders come to Santa Fe, the guidance counselors visit each of the schools to go over registration materials with them.
Strategies to deal with the graduating seniors are:
a) Guidance works with the list of seniors, going through their credits, community service hours, and scholarship criteria.
b) Administration works with seniors who need extra support and tries to find ways to help them graduate on time. Some examples would be working with Adult Ed., CROP, community service hours, online schools, etc...
c) Colleges and the military are invited to visit the campus during lunches and speak with students about their respective programs.
d) Pre-Collegiate, an on-campus club, provides college tours for club members throughout the year.
e) Guidance offers a Financial Aid night to help seniors and their parents work through the FAFSA

application for students who are going to college.
f) The guidance counselors host a Career Fair in December for all seniors.

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

Guidance counselors meet with classes of students at the beginning of each year to go over graduation requirements for each grade level. A career fair is held in December for seniors. Students can visit booths which are set up in the gym showcasing many local and varied businesses. Before registration in the Spring, students are given a guide on what will be offered for the next year, what they need to take as far as what they're interested in, and what is required by the state. Colleges and the military are invited to set up displays during lunch where they can talk to interested students. Local biotechnology companies have partnered with our biotechnology classes, inviting students to come for field trips and hands-on learning experiences. Some students who've excelled in the class have been offered part-time positions after school.
Community organizations, such as the American Legion, Clay Electric, and the Women's Club of Alachua sponsor students to attend leadership workshops and conferences.

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

Students in the Biotechnology program are able to apply what they learn by visiting several biotech companies, for example, the RTI company which provides the school hands-on field trips, on-site training, and certification testing. Students can receive certification in Biotechnology.
Students in the Agriculture Magnet interact with animals, veterinarians, and vet assistants in preparation for certification in those areas. Students can receive certification in Veterinary Assisting and Agritechnology.
Through our Computers for College and Career and Digital Design Classes, students can earn Microsoft Office Word, Microsoft Office PowerPoint, Microsoft Office Excel, Adobe Photoshop, and Adobe Illustrator certifications.

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

Santa Fe has taken steps to integrate career and technical education with academic courses by offering classes in Carpentry and Cabinet-Making, Agriscience Foundations, Vet Assisting, Agritechnology, Animal Sciences 2-4, Horticulture, Computers for College and Careers, Digital Design, and Biotechnology 1-4. Any student can enroll in these class once they've applied for the program.
Students in ESE are offered Career Education Training from 9th -12th grades where students can learn about different careers and actually work in a business on and off campus.

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

Administration, Guidance counselors, and teachers use data from the PERT, FCAT, EOCs to check student readiness for post-secondary school or careers. Data is compared from previous years, and students have the opportunity to discuss data with an administrator or guidance counselor as needed.

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.   To increase the writing ability of our students across the curriculum.

G2.   To increase reading gains of our lowest quartile.

G3.   To increase Algebra 1 first time passing rate.

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. To increase the writing ability of our students across the curriculum. [1a]

🔍 G051107

Targets Supported [1b]

Indicator	Annual Target
FAA Writing Proficiency	70.0

Resources Available to Support the Goal [2]

- Dr. Mattie Curtis, English Department Chairperson

- High-Impact Instruction: A Framework for Great Teachers by Jim Knight

Targeted Barriers to Achieving the Goal [3]

- Being able to monitor the effectiveness of the strategies taught in the writing training.

Plan to Monitor Progress Toward G1. [8]

ONTRACK and informal teacher evaluations discussed at monthly department meetings.

Person Responsible

Mattie Curtis

Schedule

Monthly, from 10/9/2014 to 5/19/2015

Evidence of Completion

ONTRACK and student writing samples which are discussed and shared at monthly department meetings.

G2. To increase reading gains of our lowest quartile. 1a

Targets Supported 1b

🔍 G050840

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Book study with faculty: A SURVIVAL GUIDE FOR NEW SPECIAL EDUCATORS.

- Intensive Reading Teachers

Targeted Barriers to Achieving the Goal 3

- Teacher buy-in of a book on special education when they are a general education teacher.

Plan to Monitor Progress Toward G2. 8

We will use the FAIR test and teacher developed test results to monitor the reading progress of our lowest quartile.

Person Responsible

Mattie Curtis

Schedule

Quarterly, from 10/29/2014 to 5/8/2015

Evidence of Completion

Results from the first FAIR test in September will be compared to results from the January and May tests.

G3. To increase Algebra 1 first time passing rate. `1a`

G050764

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	70.0

Resources Available to Support the Goal `2`

- District Supervisor

- Multiple trainings for Algebra 1 teachers

- Algebra Nation

Targeted Barriers to Achieving the Goal `3`

- Student not having a solid foundation in math

Plan to Monitor Progress Toward G3. `8`

On-track testing and student grades.

Person Responsible
Susan Zehner

Schedule
Quarterly, from 9/8/2014 to 4/15/2015

Evidence of Completion
On-track test scores and student grades.

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. To increase the writing ability of our students across the curriculum. `1`

🔑 G051107

G1.B1 Being able to monitor the effectiveness of the strategies taught in the writing training. `2`

🔑 B128428

G1.B1.S1 Monthly trainings by the English Department Chairperson to show how writing can be implemented in every discipline. `4`

🔑 S140561

Strategy Rationale

If all teachers will use the strategies taught in the workshops, then students will perform better in the classroom and on standardized tests.

Action Step 1 `5`

There will be at least one writing training per month in each curriculum area.

Person Responsible

Mattie Curtis

Schedule

Monthly, from 10/9/2014 to 3/20/2015

Evidence of Completion

Dr. Curtis will be submitting a report of her action plan to the district, which will include the hours logged on a monthly basis. She will also submit a report to the principal, Dr. LeClear.

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

SFHS Administration will monitor the project by strongly encouraging participation in the writing workshops.

Person Responsible

Wanza Wakeley

Schedule

Monthly, from 10/9/2014 to 3/20/2015

Evidence of Completion

Lesson plans will be checked to include writing strategies.

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

Teachers will compare ONTRACK scores of students throughout the year.

Person Responsible

Mattie Curtis

Schedule

Quarterly, from 10/9/2014 to 4/30/2015

Evidence of Completion

ONTRACK scores of students will be monitored throughout the year by teachers and Dr. Curtis, English Department Chairperson.

G2. To increase reading gains of our lowest quartile. 1

G050840

G2.B2 Teacher buy-in of a book on special education when they are a general education teacher. 2

B127514

G2.B2.S1 Provide examples of how sections of the book are relevant to them and their students. 4

S139642

Strategy Rationale

If teachers will read and incorporate the strategies from this book, all students will benefit from it.

Action Step 1 5

All teachers will participate in a book study on reaching and teaching the lowest quartile student.

Person Responsible

Elizabeth Le Clear

Schedule

Monthly, from 10/29/2014 to 5/20/2015

Evidence of Completion

Teachers will turn in an exit ticket at the end of each lesson.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

During each PD session, at least one strategy from the text will be presented. Teachers will be instructed that these are the strategies we will be looking for on our walk-throughs for that month and beyond.

Person Responsible

Elizabeth Le Clear

Schedule

Monthly, from 10/29/2014 to 5/20/2015

Evidence of Completion

We will collect exit tickets at the end of each session. Other evidence will include written comments on Snapshot program in ACIIS.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

As more strategies are introduced, they will be implemented in all classrooms. The increased frequency of the utilization of these strategies will be documented through classroom snapshots.

Person Responsible

Elizabeth Le Clear

Schedule

Monthly, from 10/29/2014 to 5/20/2015

Evidence of Completion

The evidence will be the classroom snapshots and formal observations for the teachers' evaluations.

G3. To increase Algebra 1 first time passing rate. 1

G050764

G3.B1 Student not having a solid foundation in math 2

B127271

G3.B1.S1 Offer tutoring before and after school to give students more support in Algebra 1 math class. 4

S139349

Strategy Rationale

If we give students more opportunities to work with an Algebra teacher or tutor, their grades will improve.

Action Step 1 5

Santa Fe will offer before and after school tutoring in Algebra.

Person Responsible

Elizabeth Le Clear

Schedule

Weekly, from 9/8/2014 to 5/27/2015

Evidence of Completion

Teachers will make students sign-in for tutoring. Sign-in sheets will be turned in to the front office.

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

Classroom teachers will be given a list of those students attending tutoring. Teachers will monitor classroom grades to see if tutoring is making a difference.

Person Responsible

Elizabeth Le Clear

Schedule

Monthly, from 9/8/2014 to 5/27/2015

Evidence of Completion

On track test scores and students' grades.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Teachers will check students' grades and Ontrack test scores.

Person Responsible

Elizabeth Le Clear

Schedule

Monthly, from 9/8/2014 to 5/27/2015

Evidence of Completion

Ontrack grade sheets will be printed out by student. The list of tutored students' grades will be monitored for growth throughout the year.

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
G3.B1.S1.A1	Santa Fe will offer before and after school tutoring in Algebra.	Le Clear, Elizabeth	9/8/2014	Teachers will make students sign-in for tutoring. Sign-in sheets will be turned in to the front office.	5/27/2015 weekly
G2.B2.S1.A1	All teachers will participate in a book study on reaching and teaching the lowest quartile student.	Le Clear, Elizabeth	10/29/2014	Teachers will turn in an exit ticket at the end of each lesson.	5/20/2015 monthly
G1.B1.S1.A1	There will be at least one writing training per month in each curriculum area.	Curtis, Mattie	10/9/2014	Dr. Curtis will be submitting a report of her action plan to the district, which will include the hours logged on a monthly basis. She will also submit a report to the principal, Dr. LeClear.	3/20/2015 monthly
G1.MA1	ONTRACK and informal teacher evaluations discussed at monthly department meetings.	Curtis, Mattie	10/9/2014	ONTRACK and student writing samples which are discussed and shared at monthly department meetings.	5/19/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Teachers will compare ONTRACK scores of students throughout the year.	Curtis, Mattie	10/9/2014	ONTRACK scores of students will be monitored throughout the year by teachers and Dr. Curtis, English Department Chairperson.	4/30/2015 quarterly
G1.B1.S1.MA1	SFHS Administration will monitor the project by strongly encouraging participation in the writing workshops.	Wakeley, Wanza	10/9/2014	Lesson plans will be checked to include writing strategies.	3/20/2015 monthly
G2.MA1	We will use the FAIR test and teacher developed test results to monitor the reading progress of our lowest quartile.	Curtis, Mattie	10/29/2014	Results from the first FAIR test in September will be compared to results from the January and May tests.	5/8/2015 quarterly
G2.B2.S1.MA1	As more strategies are introduced, they will be implemented in all classrooms. The increased frequency of the utilization of these strategies will be documented through classroom snapshots.	Le Clear, Elizabeth	10/29/2014	The evidence will be the classroom snapshots and formal observations for the teachers' evaluations.	5/20/2015 monthly
G2.B2.S1.MA1	During each PD session, at least one strategy from the text will be presented. Teachers will be instructed that these are the strategies we will be looking for on our walk-throughs for that month and beyond.	Le Clear, Elizabeth	10/29/2014	We will collect exit tickets at the end of each session. Other evidence will include written comments on Snapshot program in ACIIS.	5/20/2015 monthly
G3.MA1	On-track testing and student grades.	Zehner, Susan	9/8/2014	On-track test scores and student grades.	4/15/2015 quarterly
G3.B1.S1.MA1	Teachers will check students' grades and Ontrack test scores.	Le Clear, Elizabeth	9/8/2014	Ontrack grade sheets will be printed out by student. The list of tutored students' grades will be monitored for growth throughout the year.	5/27/2015 monthly
G3.B1.S1.MA1	Classroom teachers will be given a list of those students attending tutoring. Teachers will monitor classroom grades to see if tutoring is making a difference.	Le Clear, Elizabeth	9/8/2014	On track test scores and students' grades.	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. To increase the writing ability of our students across the curriculum.

G1.B1 Being able to monitor the effectiveness of the strategies taught in the writing training.

G1.B1.S1 Monthly trainings by the English Department Chairperson to show how writing can be implemented in every discipline.

PD Opportunity 1

There will be at least one writing training per month in each curriculum area.

Facilitator

Dr. Curtis

Participants

Teachers at Santa Fe High School

Schedule

Monthly, from 10/9/2014 to 3/20/2015

G2. To increase reading gains of our lowest quartile.

G2.B2 Teacher buy-in of a book on special education when they are a general education teacher.

G2.B2.S1 Provide examples of how sections of the book are relevant to them and their students.

PD Opportunity 1

All teachers will participate in a book study on reaching and teaching the lowest quartile student.

Facilitator

Administrative team: Dr. LeClear, Mrs. Zehner, Mrs. Wakeley

Participants

All teachers at Santa Fe High School

Schedule

Monthly, from 10/29/2014 to 5/20/2015

Budget Rollup

Summary

Description	Total
Goal 1: To increase the writing ability of our students across the curriculum.	150
Goal 2: To increase reading gains of our lowest quartile.	900
Goal 3: To increase Algebra 1 first time passing rate.	4,000
Grand Total	**5,050**

Goal 1: To increase the writing ability of our students across the curriculum.

Description	Source	Total
B1.S1.A1 - Cost of printing, textbook used, and miscellaneous supplies.	School Improvement Funds	150
Total Goal 1		**150**

Goal 2: To increase reading gains of our lowest quartile.

Description	Source	Total
B2.S1.A1 - Grant from Professional Development Department	Other	900
Total Goal 2		**900**

Goal 3: To increase Algebra 1 first time passing rate.

Description	Source	Total
B1.S1.A1	School Improvement Funds	2,000
B3.S2.A1 - School Advisory Council appropriated funding for math tutoring before and after school.	Other	2,000
Total Goal 3		**4,000**