

Professional Academy Magnet At Lofton High School



2014-15 School Improvement Plan

Professional Academy Magnet At Lofton High School

3000 E UNIVERSITY AVE, Gainesville, FL 32641

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

64%

Alternative/ESE Center

No

Charter School

No

Minority

57%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

B

B

A

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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

Every student, every day engaged and experiencing success!

Provide the school's vision statement

A vital community united as the premier provider of career and technical education.

School Environment

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

The school's purpose is to be a premier center of career and technical education and to provide innovative and relevant academic and career-related instruction designed to prepare students for continued education at the post-secondary level and for the workforce of the 21st century. Our mission is that every student is engaged and experiencing success every day. We believe that PAM @ LHS is a place where every student wants to come to school because they are involved in doing important things and is motivated to achieve at high levels in all program clusters. We believe every student should be known by name and can belong to a group and be part of something special. We believe every student should have his or her needs met and that they experience the connection between community and school. PAM also believes every student should be well known by at least one adult advocate in the school who supports that student's educational experience. As a result, PAM has a formal structure, known as Small Group Advisory (SGA) to facilitate this process. SGA meets once a week. Every student also participates in Career and Technical Student Organizations through co-curricular activities in order to provide leadership training and reinforce specific career and technical skills. Career and Technical Student Organizations are an integral part of the career and technical instructional program.

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

During the first week of the school year, the administration and student services meets with each grade level to discuss academic and behavioral expectations. All staff at PAM set a high standard for student safety and reinforce it daily. All administrators and deans are present on campus in the morning, during each class transition, during lunch, and after school. Student supervision is a high priority.

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

All students receive the district Code of Conduct and it is reviewed in all grade-level meetings during the first week of school. The school establishes clear protocols for all disciplinary incidents.

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

PAM believes every student should be well known by at least one adult advocate in the school who supports that student's educational experience. As a result, PAM has a formal structure, known as Small Group Advisory (SGA) to facilitate this process. SGA meets once a week. We also have an extensive student services department with various forms of intervention if necessary.

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

- Students who struggle on the In-house formative assessments every 2-4 weeks based on literacy standards, scored by teachers using rubric
- Students who struggle on 1st baseline are identified, interventions planned
- Teachers meet weekly in SLC format to discuss assessments and results, teaching strategies, Core 6 book study, student data and performance
- Once a month, SLC leaders meet with leadership team to discuss SLC progress, student results, trends in data, new standards implementation
- Teachers have data notebook for all students to include FAIR, FCAT (historical), EOC, GPA, credits, lunch status, IEP or 504 status
- Principal informally meets with D/F students after 1st grading period to discuss strategies, determine what assistance they may require

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	2	1	0	2	5
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	5	4	4	3	16
Level 1 on statewide assessment	8	5	8	3	24

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

Indicator	Grade Level			Total
	9	10	12	
Students exhibiting two or more indicators	1	1	3	5

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

- Year-long ELA/Reading for lowest quartile (block schedule)
- Year-long Alg 1/Intensive Math for lowest quartile (block schedule)
- After-school tutoring in math and ELA
- Two parent conference nights, one each semester along with on-going conferences in morning
- Parents of struggling students contacted, encouraged to attend conference
- Direct conversations with students with admins., Academy directors, student services
- Small Group Advisory (SGA) once a week
- Typing intervention for those in need

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

As we are generally an application-only school, we accept students from across the district and some come to us from neighboring districts. We do not have a defined school zone or community which makes parent involvement a constant challenge. To build positive relationships and keep parents informed we:

- > Host two open houses, one in the fall term and one in the spring term.
- > Host two parent conference nights, one in the fall term, one in the spring term.
- > Update the school website often to reflect current information.
- > Communicate via phone-home and blast email messages.
- > Send assessment reports, progress reports and report cards home
- > Provide parents with a copy and explanation of assessment data
- > Invite all parents to join our Academic Booster Club or serve on the SAC.

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

Each career & technical academy has an Advisory Board that includes professionals from businesses in the community related to the career pathway. The Boards provide valuable guidance to ensure that each academy adequately provides students with the knowledge and skills needed in their career fields.

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
McElroy, William	Principal
Allen, Cheryl	Assistant Principal
Brown, Dedra	Administrative Support
Gardner, Cynthia	Other

Duties

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

The Leadership team meets once a week to discuss all areas of the school operation, whether it be student data, effective teaching, new programs, or curriculum. Recommendations from the Leadership Team are used to decide the priority of student needs, what strategies will be used to address the needs, and what assessments will be used to measure student performance.

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

We use the small learning community model to implement and monitor our CIMS structures. Teachers and administrators meet weekly in study groups (SLCs) to discuss instruction, monitor continuous improvement model assessments, review best practice vocabulary instruction, and report on students' needs.

We decided as a faculty to continue developing professional relationships with a goal of having weekly Study Groups working collaboratively to improve all students' literacy skills. This year we continued with 3 Study Groups, each consisting of 7 instructional people. Each group has a trained writing teacher, at least one CTE teacher and one instructional support person. The study groups meet weekly to investigate ways to better address the literacy needs of their students and discuss improvement strategies. A representative from each study group attends a curriculum leadership team meeting once a month to discuss the specific literacy benchmarks on the calendar and share topics of interest.

Teachers indicated that Study Group meetings were more effective when they were using a book to guide their discussions. The leadership team decided to schedule a book study using "CORE Six" during the first semester. Copies of the book were purchased for all members of the faculty. The Literacy Council worked over the summer on improving the "Writing Initiative" that provides a school wide model for all teachers to infuse writing in their curriculum. In addition, they also developed a "Vocabulary Acquisition Initiative" that introduces new vocabulary each week to be used school-wide throughout the year.

The Curriculum Leadership Team also developed and implemented an FCIM Reading program using "Take Ten" that provides all teachers with a nine-day cycle of focus reading lessons, assessments, and remediation/enrichment activities.

During pre-planning, an updated presentation to the faculty on the new FSA Writing and Reading Standards and Vocabulary Acquisition Initiative was provided to them. At the September faculty meeting, the FCIM reading implementation was explained along with distribution and introduction of the book for the book study.

Along with the specific benchmarks, our instructional calendar for the 1st nine weeks also included an emphasis on paragraph writing that addressed main idea, supporting details, and author's purpose. The Literacy Council also developed a school-wide rubric for paragraph and essay writing that is used by all teachers in their content areas. The results that are submitted every two weeks indicate students' mastery levels. The Program Coordinator maintains files of Writing assessment data. To monitor the performance of the bottom quartile, we produced a "Watch List" of the bottom 1/3 FCAT Reading students at the end of the first 9 weeks. We divided the list by 9th and 10th grade students and put them in rank order by Reading score from lowest to highest. In addition, to give a quarterly snapshot of each student, we listed Age, GPA, Credits, Absences, 2011 FCAT Reading score, and 2011 FCAT Math score (if it was in the bottom 1/3). These lists were distributed at a faculty meeting and we had a discussion as to ways that we might best address the needs of students. Then again, after the end of the first semester, we will share an updated bottom 1/3 list with the second 9 week data added to it.

The school wide Lesson Study will begin in February. We will use the Study Groups to form the teachers who would work together since they were already comfortable with each other.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Donna Sheffield	Teacher
Rikki Boria	Teacher
William McElroy	Principal
Missy Lower	Parent
Zachariah Lower	Student
Janet Hayes	Parent
Cheryl Allen	Principal

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 met in July 2014 to review the data points addressed in the 13-14 SIP that had been published at that time. All goals were discussed and revised for the 2014-15 SIP.

Development of this school improvement plan

The SAC will review an initial draft of the SIP developed by school staff for feedback and clarification. Any edits and amendments will be added as necessary.

Preparation of the school's annual budget and plan

The SAC discusses the budget as it relates the identified goals in the SIP.

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

Approximately \$1,000 was used for teacher training in instructional strategies. Another \$500 was spent on FCAT supplies and materials, to include nutritious food for the students on testing day.

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
Allen, Cheryl	Assistant Principal
McElroy, William	Principal
Boria, Rikki	Teacher, K-12
McGurk, Mary	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative for this year will be to continue the Writing and Reading CIM Initiative with some minor adjustments based on evaluations and the new FSA Reading and Writing standards. In addition, we will continue the Vocabulary Acquisition initiative. We will use CORE SIX for our book study.

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

As previously mentioned, PAM participates in a school wide writing initiative, reading focus, vocabulary focus, and book study. Teachers send documentation of writing assessments to the program coordinator, which is followed up by the principal. Also, teachers meet and discuss the CIM topic and student progress and concerns at the weekly study group meetings, monthly CLT meetings, and department meetings. A monthly calendar is distributed to all faculty listing the weekly CIM focuses, dates of assessments, and weekly vocabulary. The principal emails a weekly agenda reminding the faculty of the weekly CIM focuses, upcoming assessments, vocabulary, and meetings as well as other pertinent information for the week.

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

The Principal is responsible for posting all vacancies on the district system and interviewing prospective teachers. At least 4 candidates are interviewed for each vacancy and the interview team consists of 2 or more administrators and teachers. Each interviewer independently ranks all candidates, notes are then compared. We actively recruit highly qualified individuals who already have certification in their content areas. We check at least 2 references for any candidate we decide to pursue.

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

The district office provides a mentor for beginning teachers which involves an extensive year long program. The school also assigns a veteran teacher to serve as a mentor for every new teacher at PAM.

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

Students who attend PAM select a program of study in a career cluster that interests them and plan their four-year high school program around that area of interest. A complete high school curriculum is offered to students at PAM and upon graduation, all students have completed a rigorous and relevant program of study specifically designed to meet their own individual needs and aspirations. Presently, there are four career academies at PAM: Automotive Technology, Design and Technology, Early Childhood Education, and Fire and Emergency Medical Services. Each career & technical academy has an Advisory Board that includes professionals from businesses in the community related to the career pathway. The Boards provide valuable guidance to ensure that each academy adequately provides students with the knowledge and skills needed in their career fields.

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

1. Teachers have data notebook for all students to include FAIR, FCAT (historical), EOC, GPA, credits, lunch status, IEP or 504 status and use this information to differentiate accordingly
2. On-track data used for EOC courses with pacing guides
3. Results from practice FSA Writing are used to identify those who need assistance
4. Results from in-house reading and writing assessments are used to identify those who need assistance

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: Extended School Day

Minutes added to school year: 7,200

Struggling math and reading students are scheduled for year long courses on our block schedule

Strategy Rationale

Students who struggle in math or reading need to be in those courses all year on the block schedule. They cannot have a gap in those subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McElroy, William, mcelroywc@gm.sbac.edu

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

We use several sources of data for analysis to include FAIR, On-Track, in-house CIMS assessments, FCAT, FSA and EOC data.

Strategy: After School Program

Minutes added to school year: 200

Students will get extra help after school

Strategy Rationale

Increase performance

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McElroy, William, mcelroywc@gm.sbac.edu

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

Assessment scores, class grades

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

PAM holds a new student orientation each year to assist those students who are transitioning into high school. Student services holds several sessions each year to advise those students who are entering post secondary education after graduation.

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

All students who attend PAM select a program of study in one of four career academies that interests them and plan their four-year high school program around that area of interest. Upon graduation, all students will have completed a rigorous and relevant program of study specifically designed to meet their own individual needs and aspirations. In addition, students will have opportunities their senior year to participate in internships that will give them valuable experience in a work environment. Many of our students will also be eligible to enter Santa Fe College and be awarded college credit for courses they successfully completed at PAM.

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

All students who attend PAM are enrolled in one of our four career/technical programs. In order to be a program completer, each student must successfully complete a sequence of at least three courses in that program. These courses are taught in real-world simulated environments using state of the art equipment and technology. In addition, students are encouraged to participate in an executive internship the senior year at a job site that is related to their program.

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

PAM@LHS is a career and technical magnet school so all students have applied to be in a CTE Academy.

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

Qualified students participate in honors level courses, where teachers challenge students to achieve to their greatest potential. Integrated contextual learning activities facilitate student engagement and understanding across subject areas. Honors-level courses are provided in all the academic subject areas. Career and Technical courses in grades 10-12 carry honors level weight. Although the PAM @ LHS does not offer Advanced Placement courses at this time, students who qualify for college-level courses are strongly encouraged to dual enroll at Santa Fe College. The number of students receiving articulated credits has increased as has the number of students receiving industry certifications.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the percentage of students in all subgroups scoring at or above the proficiency level on the FSA Reading assessment
- G2.** Increase the percentage of students scoring proficient or above on FSA Writing.
- G3.** Increase the percentage of students scoring at or above level 3 on the Algebra 1 EOC
- G4.** Decrease the percentage of students who drop out and increase the graduation 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. Increase the percentage of students in all subgroups scoring at or above the proficiency level on the FSA Reading assessment 1a

Targets Supported

1b

G042864

Indicator	Annual Target
AMO Reading - All Students	65.0

Resources Available to Support the Goal 2

- In-house CIM assessments
- CORE SIX (book study)
- FAIR results, In-house, On-Track reports, Practice FSA writing results
- Study group meetings and data chats

Targeted Barriers to Achieving the Goal 3

- Some students are below grade level in reading and experience difficulty reading content area texts.

Plan to Monitor Progress Toward G1. 8

Teachers will follow CIMS and testing calendar, monitor and discuss assessment results in study groups

Person Responsible

William McElroy

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Increased assessment scores

G2. Increase the percentage of students scoring proficient or above on FSA Writing. 1a

 G042865

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0

Resources Available to Support the Goal 2

- CIMS Writing and Reading calendar
- Monies to pay for grading and training
- Lesson plans, classroom observation data

Targeted Barriers to Achieving the Goal 3

- Students are not writing across the curriculum

Plan to Monitor Progress Toward G2. 8

Results from CIM, FAIR, and practice FSA writing will be analyzed

Person Responsible

Cheryl Allen

Schedule

Biweekly, from 8/25/2014 to 5/1/2015

Evidence of Completion

Scores on all assessments

G3. Increase the percentage of students scoring at or above level 3 on the Algebra 1 EOC 1a

G042866

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0

Resources Available to Support the Goal 2

- Textbooks, smart response systems, Algebra Nation, other math websites

Targeted Barriers to Achieving the Goal 3

- Many students have gaps in their math skills and are not experienced using higher order thinking skills in math

Plan to Monitor Progress Toward G3. 8

Assessment data, to include On-Track, practice assessments, and classroom assessment will be used to monitor progress

Person Responsible

William McElroy

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Assessment scores, passing Algebra 1 EOC score.

G4. Decrease the percentage of students who drop out and increase the graduation rate. 1a

G042867

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	70.0

Resources Available to Support the Goal 2

- Student service personnel, community mentors, option to enter the workforce upon graduation, dual enrollment opportunities

Targeted Barriers to Achieving the Goal 3

- Some students lack short and long term goals for acquiring needed levels of education.

Plan to Monitor Progress Toward G4. 8

Continually monitor the progress towards graduation for all students

Person Responsible

William McElroy

Schedule

Weekly, from 8/18/2014 to 6/6/2015

Evidence of Completion

Student is on track to graduate with cohort.

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 students in all subgroups scoring at or above the proficiency level on the FSA Reading assessment **1**

 **G042864**

G1.B1 Some students are below grade level in reading and experience difficulty reading content area texts. **2**

 **B104716**

G1.B1.S1 Students in 9th and 10th grade with a Level 1 on FCAT 2.0 Reading will take a block of reading one semester and a block of English with a reading endorsed teacher the other semester, resulting in a full year of English and reading instruction on a block schedule. **4**

 **S115925**

Strategy Rationale

Increase instructional time

Action Step 1 **5**

Students will be scheduled in a full year of English and reading.

Person Responsible

Cheryl Allen

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student schedule

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

Student schedules will be checked for accuracy.

Person Responsible

Cheryl Allen

Schedule

On 8/18/2014

Evidence of Completion

Completed student schedule

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

Assessment results

Person Responsible

Cheryl Allen


Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Increased assessment results

G1.B1.S2 Teachers will plan and deliver lessons with increased rigor, high yield instructional strategies, and higher order questioning. 4

 S115926

Strategy Rationale

Increase student comprehension

Action Step 1 5

Teachers will receive training on instructional strategies, higher order thinking and questioning skills.

Person Responsible

William McElroy

Schedule

Annually, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson plans, workshop certificates

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

Classroom observations will be conducted and lesson plans will be reviewed

Person Responsible

William McElroy

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Lesson plans that reflect increased rigor, observed behaviors during observations.

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

Assessment results (CIMS, FAIR), classroom observations

Person Responsible

Cheryl Allen

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Observed behaviors in classrooms, assessment reports, lesson plans

G1.B1.S3 Teachers and the Curriculum Leadership Team will analyze FAIR results and other test results, both in-house and district, to identify areas in need of improvement for each student. 4

 S115927

Strategy Rationale

Identification of struggling learners.

Action Step 1 5

Teachers and leadership team will analyze FAIR and CIMS results to identify areas of growth and areas in need of improvement

Person Responsible

William McElroy

Schedule

Biweekly, from 9/1/2014 to 4/10/2015

Evidence of Completion

FAIR and CIMS results discussed in study groups

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Assessments will be administered, monitored and analyzed

Person Responsible

Cheryl Allen

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Assessment reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Assessments will be administered, monitored and analyzed

Person Responsible

Cheryl Allen

Schedule

Monthly, from 8/18/2014 to 6/2/2015


Evidence of Completion

Assessment reports

G2. Increase the percentage of students scoring proficient or above on FSA Writing. 1

 G042865

G2.B1 Students are not writing across the curriculum 2

 B104721

G2.B1.S1 All teachers will require students to write and will follow the CIM writing calendar. 4

 S115929

Strategy Rationale

Increase opportunities for writing.

Action Step 1 5

Lesson plans which show evidence of writing in all classes, all teachers will follow the CIM calendar and administer all practice assessments

Person Responsible

William McElroy

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Lesson plans, observations, CIM calendar, graded CIM assessments

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

Classroom observations, lesson plan review

Person Responsible

William McElroy

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Completed and graded CIM assessments, lesson plans, observed behaviors.

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

Assessment results will be reviewed, lesson plans

Person Responsible

William McElroy

Schedule

Monthly, from 9/1/2014 to 5/29/2015


Evidence of Completion

Assessment scores, classroom observation results


G3. Increase the percentage of students scoring at or above level 3 on the Algebra 1 EOC 1

 G042866

G3.B1 Many students have gaps in their math skills and are not experienced using higher order thinking skills in math 2

 B104722

G3.B1.S1 Algebra 1 students with a level 1 or 2 on FCAT Math will be enrolled in year long mathematics on our block schedule. 4

 S115930

Strategy Rationale

Increase instructional time.

Action Step 1 5

Students will be scheduled in Algebra 1 one semester and a mathematics elective the other semeste rresulting in a full year of mathematics instruction on a block schedule.

Person Responsible

Cheryl Allen

Schedule

On 6/2/2015

Evidence of Completion

Completed student schedule

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

Students scheduled into correct courses

Person Responsible

Cheryl Allen

Schedule

On 9/2/2014

Evidence of Completion

Completed student schedule

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

Math teacher will use On-Track and classroom assessments to keep students on pace to be prepared for the Algebra 1 EOC

Person Responsible

Cheryl Allen

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Assessment reports and improvement plans

G3.B1.S2 Algebra teachers will plan and deliver lessons that include high order thinking skills. 4

S115931

Strategy Rationale

Increase student engagement.

Action Step 1 5

Teachers will design lesson plans which reflect instructional strategies that include high order skill sand high order questions

Person Responsible

Cheryl Allen

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, classroom observations.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Classroom observations and review of lesson plans

Person Responsible

William McElroy

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observation of intended instruction, lesson plan alignment

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Classroom observations and review of lesson plans

Person Responsible

Cheryl Allen

Schedule

Weekly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Observation of intended instruction, lesson plan alignment

G4. Decrease the percentage of students who drop out and increase the graduation rate. 1

 G042867

G4.B1 Some students lack short and long term goals for acquiring needed levels of education. 2

 B104723

G4.B1.S1 Identify students' interests using assessments and diagnostics. 4

 S115932

Strategy Rationale

Early identification

Action Step 1 5

All 10th grade students will sit for the PLAN, all 11th grade will sit for PERT and ACT, results will be used for guidance and advisement

Person Responsible

Cheryl Allen

Schedule

On 6/2/2015

Evidence of Completion

Test schedules and results, log of meetings with counselors

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

PLAN and ACT scores will be discussed with students for long term goals

Person Responsible

Cheryl Allen

Schedule

On 6/2/2015

Evidence of Completion

Students long range plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Drop out and graduation rate will be monitored

Person Responsible

William McElroy

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Students remain in school

G4.B1.S2 Provide information on career academies and post-secondary opportunities. 4

 S115933

Strategy Rationale

Increase chances of graduation.

Action Step 1 5

Enroll all students in a career/technical academy to qualify them for Gold Seals, have all 11th grade students apply to SFC, inform students about articulation agreements.

Person Responsible

Cheryl Allen

Schedule

Annually, from 8/18/2014 to 6/2/2015

Evidence of Completion

Students are enrolling in SFC, attending class, applying for Gold Seals

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Dissemination of information to students

Person Responsible

Cheryl Allen

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Student attendance in meetings

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Dissemination of information to students

Person Responsible

Cheryl Allen

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Students understand and take advantage of options.

G4.B1.S3 Use a variety of approaches to increase the attendance rate. 4

 S115934

Strategy Rationale

Increase chances of graduation.

Action Step 1 5

Students who are at risk of dropping out will be identified for specific monitoring.

Person Responsible

Cheryl Allen

Schedule

On 5/29/2015

Evidence of Completion

Student grades, credit summary report, attendance record

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

At risk students will be monitored throughout the school year.

Person Responsible

Cheryl Allen

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Student grades, credit summary

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

At risk students will be monitored throughout the school year.

Person Responsible

Cheryl Allen

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Student grades, credit summary

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	Students will be scheduled in a full year of English and reading.	Allen, Cheryl	8/18/2014	Student schedule	6/4/2015 annually
G1.B1.S2.A1	Teachers will receive training on instructional strategies, higher order thinking and questioning skills.	McElroy, William	9/1/2014	Lesson plans, workshop certificates	5/29/2015 annually
G1.B1.S3.A1	Teachers and leadership team will analyze FAIR and CIMS results to identify areas of growth and areas in need of improvement	McElroy, William	9/1/2014	FAIR and CIMS results discussed in study groups	4/10/2015 biweekly
G2.B1.S1.A1	Lesson plans which show evidence of writing in all classes, all teachers will follow the CIM calendar and administer all practice assessments	McElroy, William	8/18/2014	Lesson plans, observations, CIM calendar, graded CIM assessments	6/2/2015 weekly
G3.B1.S1.A1	Students will be scheduled in Algebra 1 one semester and a mathematics elective the other semeste rresulting in a full year of mathematics instruction on a block schedule.	Allen, Cheryl	8/18/2014	Completed student schedule	6/2/2015 one-time
G3.B1.S2.A1	Teachers will design lesson plans which reflect instructional strategies that include high order skill sand high order questions	Allen, Cheryl	8/18/2014	Lesson plans, classroom observations.	6/5/2015 weekly
G4.B1.S1.A1	All 10th grade students will sit for the PLAN, all 11th grade will sit for PERT and ACT, results will be used for guidance and advisement	Allen, Cheryl	8/18/2014	Test schedules and results, log of meetings with counselors	6/2/2015 one-time
G4.B1.S2.A1	Enroll all students in a career/technical academy to qualify them for Gold Seals, have all 11th grade students apply to SFC, inform students about articulation agreements.	Allen, Cheryl	8/18/2014	Students are enrolling in SFC, attending class, applying for Gold Seals	6/2/2015 annually
G4.B1.S3.A1	Students who are at risk of dropping out will be identified for specific monitoring.	Allen, Cheryl	9/1/2014	Student grades, credit summary report, attendance record	5/29/2015 one-time
G1.MA1	Teachers will follow CIMS and testing calendar, monitor and discuss assessment results in study groups	McElroy, William	8/18/2014	Increased assessment scores	6/2/2015 weekly

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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	Assessment results	Allen, Cheryl	8/18/2014	Increased assessment results	6/2/2015 monthly
G1.B1.S1.MA1	Student schedules will be checked for accuracy.	Allen, Cheryl	8/18/2014	Completed student schedule	8/18/2014 one-time
G1.B1.S2.MA1	Assessment results (CIMS, FAIR), classroom observations	Allen, Cheryl	8/18/2014	Observed behaviors in classrooms, assessment reports, lesson plans	6/2/2015 weekly
G1.B1.S2.MA1	Classroom observations will be conducted and lesson plans will be reviewed	McElroy, William	8/18/2014	Lesson plans that reflect increased rigor, observed behaviors during observations.	6/2/2015 weekly
G1.B1.S3.MA1	Assessments will be administered, monitored and analyzed	Allen, Cheryl	8/18/2014	Assessment reports	6/2/2015 monthly
G1.B1.S3.MA1	Assessments will be administered, monitored and analyzed	Allen, Cheryl	8/18/2014	Assessment reports	6/2/2015 biweekly
G2.MA1	Results from CIM, FAIR, and practice FSA writing will be analyzed	Allen, Cheryl	8/25/2014	Scores on all assessments	5/1/2015 biweekly
G2.B1.S1.MA1	Assessment results will be reviewed, lesson plans	McElroy, William	9/1/2014	Assessment scores, classroom observation results	5/29/2015 monthly
G2.B1.S1.MA1	Classroom observations, lesson plan review	McElroy, William	8/18/2014	Completed and graded CIM assessments, lesson plans, observed behaviors.	6/2/2015 weekly
G3.MA1	Assessment data, to include On-Track, practice assessments, and classroom assessment will be used to monitor progress	McElroy, William	9/1/2014	Assessment scores, passing Algebra 1 EOC score.	5/29/2015 monthly
G3.B1.S1.MA1	Math teacher will use On-Track and classroom assessments to keep students on pace to be prepared for the Algebra 1 EOC	Allen, Cheryl	8/18/2014	Assessment reports and improvement plans	6/2/2015 biweekly
G3.B1.S1.MA1	Students scheduled into correct courses	Allen, Cheryl	9/2/2014	Completed student schedule	9/2/2014 one-time
G3.B1.S2.MA1	Classroom observations and review of lesson plans	Allen, Cheryl	8/18/2014	Observation of intended instruction, lesson plan alignment	6/5/2015 weekly
G3.B1.S2.MA1	Classroom observations and review of lesson plans	McElroy, William	8/18/2014	Observation of intended instruction, lesson plan alignment	5/29/2015 weekly
G4.MA1	Continually monitor the progress towards graduation for all students	McElroy, William	8/18/2014	Student is on track to graduate with cohort.	6/6/2015 weekly
G4.B1.S1.MA1	Drop out and graduation rate will be monitored	McElroy, William	8/18/2014	Students remain in school	6/2/2015 monthly
G4.B1.S1.MA1	PLAN and ACT scores will be discussed with students for long term goals	Allen, Cheryl	8/18/2014	Students long range plans	6/2/2015 one-time
G4.B1.S2.MA1	Dissemination of information to students	Allen, Cheryl	8/18/2014	Students understand and take advantage of options.	6/2/2015 monthly
G4.B1.S2.MA1	Dissemination of information to students	Allen, Cheryl	8/18/2014	Student attendance in meetings	6/2/2015 monthly
G4.B1.S3.MA1	At risk students will be monitored throughout the school year.	Allen, Cheryl	8/18/2014	Student grades, credit summary	6/2/2015 biweekly
G4.B1.S3.MA1	At risk students will be monitored throughout the school year.	Allen, Cheryl	8/18/2014	Student grades, credit summary	6/2/2015 weekly

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 Opportunities

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

G1. Increase the percentage of students in all subgroups scoring at or above the proficiency level on the FSA Reading assessment

G1.B1 Some students are below grade level in reading and experience difficulty reading content area texts.

G1.B1.S2 Teachers will plan and deliver lessons with increased rigor, high yield instructional strategies, and higher order questioning.

PD Opportunity 1

Teachers will receive training on instructional strategies, higher order thinking and questioning skills.

Facilitator

District and administration, state and national conferences

Participants

All staff

Schedule

Annually, from 9/1/2014 to 5/29/2015

G3. Increase the percentage of students scoring at or above level 3 on the Algebra 1 EOC

G3.B1 Many students have gaps in their math skills and are not experienced using higher order thinking skills in math

G3.B1.S2 Algebra teachers will plan and deliver lessons that include high order thinking skills.

PD Opportunity 1

Teachers will design lesson plans which reflect instructional strategies that include high order skill sand high order questions

Facilitator

District staff

Participants

All staff

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0