

# High Springs Community School



2014-15 School Improvement Plan

## High Springs Community School

1015 N MAIN ST, High Springs, FL 32643

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

### School Demographics

**School Type**

Combination

**Title I**

No

**Free/Reduced Price Lunch**

40%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

22%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	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	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

High Springs Community School contributes to the improvement of self, family, and nation.

##### **Provide the school's vision statement**

All stakeholders work collaboratively to ensure the social, emotional and academic success of each student.

#### School Environment

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

Annual climate surveys are provided to students, teachers and parents for input about various aspects of the schools climate and culture. Positive Support "Fun Day" is a behavioral celebration that occurs four times each year. Each grade level celebrates academic and behavioral achievements on a quarterly basis. The social studies curriculum addresses cultural diversity.

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

High Springs School is a Positive Behavior School (PBS). This program generates behavioral and academic expectations that rewards students when behavioral expectations are exhibited on campus. The "Student of the Week" program identifies one student in each elementary classroom that has exhibited outstanding citizenship throughout the week. Of those students one is chosen and recognized as "The Student of the Month". This student is also recognized in the local media and is eligible to compete for "The Student of the Year". The morning television announcements highlight a weekly character trait. High Spring Community School has two Extended Day Enrichment Programs (EDEP). One for elementary age students and the other for those in middle school. Parents can enroll students in these programs for after school care until 6:00 p.m. up to five days a week.

##### **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**

The Alachua County School District has a Code of Student Conduct that explains the rights, expectations, and responsibilities of students, parents, and the School District regarding student behavior. The District Code of Student Conduct is sent home at the beginning of each school year outlining the expectations for proper student behavior. The Code is in effect on school property, at school-sponsored events, and on school buses. Misbehavior of any kind will not be tolerated. In order for instruction to occur in a safe environment, there must be a cooperative relationship between students, parents/guardians, and the school.

High Springs has a full time Behavior Resource Teacher (BRT) for elementary age students, full time Dean for middle school students and a full time School Resource Officer (SRO) on campus.

Expectations and responsibilities of students, parents, and the faculty are discussed throughout the school year and reinforced by teachers and staff.

The Positive Behavior School (PBS) program generates behavioral and academic expectations that

students are rewarded for when exhibited on campus. This school is also designated as a "Safe Place" for children by the State of Florida.

**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**

High Springs Community School has two school guidance counselors on staff. It is the responsibility of these staff members to coordinate the comprehensive counseling plan. This plan provides students with the skills necessary to become successful lifelong learners, responsible citizens, and productive workers. The School counselors, in addition to providing counseling services, provide instruction in essential skills required for success in school, community and work. Components of this plan include but are not exclusive to: school counseling curriculum, individual student planning, responsive services, program management, and system support.

School counselors serve as a school leader, student advocate, and team collaborator to remove systemic barriers to student success. Working together with school administrators, other professional educators, and community members, their collaborative approach produces measurable results that are shared and used to guide program improvement. Targeted outcomes of the programs include increased student achievement, an improved graduation rate, better attendance, reduced disciplinary referrals, completed individual learning plans,

**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**

Weekly Administrative Team meetings focus on students that might be exhibiting any of the early warning indicators. Possible causes, barriers and solutions and are discussed. Plans are designed to address student issues are assigned a "case manager" that monitors, provides feedback and input on the student's progress related to the early warning signs. School district reports highlighting the early warning indicators are closely monitored by administration and teachers as they relate to student academic and behavioral progress. (i.e. 5 day unexcused absence report, behavior referrals, teacher grade distribution...)

Educational Planning Team (EPT) meetings are scheduled to address academic, social and emotional needs related to the indicators.

A Credit Retrieval Course is available to students that receive a failing grade in any core subject area. Middle school students receiving a Level 1 on the statewide assessment test in English Language Arts are registered in a Drop Out Prevention (DOP) reading course that addresses reading deficits. Students receiving a Level 1 in math are scheduled into a math course that is commiserate with their math skill level. Students are also eligible to attend an after-school math tutoring program.

**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
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	9	10	6	11	9	8	2	9	10	74
One or more suspensions	0	0	1	0	2	2	5	3	11	24
Course failure in ELA or Math	0	5	2	3	6	2	23	17	22	80
Level 1 on statewide assessment	0	0	0	24	17	18	23	19	23	124

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

Indicator	Grade Level					Total
	3	4	5	7	8	
Students exhibiting two or more indicators	6	1	1	4	7	19

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

A weekly administrative team meeting discusses students exhibiting any of the early warning indicators. District attendance officer meets on campus once a week receive referral information from the team, initiate contact and/or follow up or with families that are displaying attendance issues. Behavior Resource Teacher and Dean contact provide support to teachers, students and parents through behavior management systems to support students that exhibit misbehavior. A school-wide Positive Behavior System (PBS) is also in place that focuses all students on the positive behavior expectations at the school. An electronic reporting system has been implemented in the middle school grades that allow teachers and dean to communicate in real time about students behavioral issues. It also generates a running record of these behaviors that are used for parent conferences. Middle school students have the opportunity to participate in a Credit Retrieval Course. This course is open to students that receive a failing grade in a core subject area. Successful completion of this course allows the student to replace the failing grade with a passing grade. Middle school students receiving a Level 1 on the statewide assessment test in reading are placed in a Drop Out Prevention (DOP) reading course that addresses reading deficits. Students receiving a Level 1 in math are scheduled into a math course that is commiserate with their math skill level. These students are also invited to attend an after-school math tutoring program that meets twice a week for an hour and a half each session. Third grade students that are identified through other assessments as potentially making a level 1 in reading are invited to participate in an after-school tutoring program that meets three times for an hour each session.

**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**

A web based Parent Portal is available to parents, showing their students academic, attendance and behavioral progress. A district and school based website is maintained with up to date information relating to students, teachers, families and community. A quarterly newsletters is sent home with report cards. Highlighting student, faculty and staff accomplishments are included in the publication. Interim progress report are sent home with students between report card distributions. Open House, Meet the Teacher, and Parent/Teacher conference days are held regularly to keep parents informed of their students progress.

A Business Partner Coalition is in place to communicate with local businesses about school projects

and assistance. School Advisory Council members meet regularly and are representative of all stakeholders.

**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**

A Business Partner Coalition was established four years ago at High Springs Community School and has grown every year. Business owners are invited to partner with the school in an effort to better understand how the business community can assist the school meet their goals. Business leaders meet in the late summer to hear the years upcoming goals, initiatives, and programs. The business leaders are matched with projects based on resources and a reciprocal benefit for the business, creating a true feeling of community. Businesses support the school's effort through providing volunteer time, in-kind resources and monetary donations to support school initiatives.

**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
Means, Jeff	Principal

**Duties**

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

- Supervise the operation and management of all activities and functions at the school.
- Provide leadership in the development and delivery of all educational programs.
- Develop a plan for short and long range instructional and facility needs.
- Utilize current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.
- Coordinate program planning with district instructional staff.
- Interview and recommend personnel for employment.
- Direct the development of the master schedule and assign teachers according to identified needs.
- Manage the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts.
- Attend school-related activities and events.
- Manage and administer personnel development through training, in-service and other developmental activities.
- Provide leadership in the school improvement process and the implementation of the school improvement plan.
- Demonstrate proactive leadership and effective managements skills to motivate and gain commitment of staff to facilitate task accomplishment.

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

The High Springs Community School leadership team meets with grade level team leaders and teachers to discuss student progress and concerns. The team reviews assessment data at grade levels and classroom levels to identify students who are and are not meeting grade level expectations and students exceeding expectations. Student are identified as high risk, moderate risk, and low risk for meeting benchmarks. Based on collaboration among the team members concerning problem solving issues, sharing effective practices, implementation evaluation, leads the team to recommendations and/or modifications of instructional resources and strategies based on student needs.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Rebecca Glenn	Parent
Heather Caballero	Parent
Kelly George	Parent
Sarah Beavers	Parent
Leah Steen	Parent
Amy Whitfield	Parent
John Hill	Business/Community
Alice Brown	Business/Community
Vivien Miller	Business/Community
Byron Williams	Business/Community
Carol Doherty	Business/Community
Brenda Gamberton	Education Support Employee
Judith Weaver	Teacher
Sara Kirk	Teacher
Nancy Ensminger	Teacher
Tana Wenzell	Teacher
Jeffery Means	Principal
	Business/Community

**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*

SAC members meet with school administration to review testing data from Spring 2014. Explanations of school grading process and student data points are provided to the members. Identification of strengths and concerns are identified through a data analysis process. Instructional strategies and student learning trends are identified. Areas of concern are discussed in regards to continuation, modification or discontinuation of a particular academic progress, curricular needs and personnel resources.

*Development of this school improvement plan*

Members, having gained an understanding of the areas of strength and weakness of instructional strategies and student learning, members brainstormed possible solutions to enhance both areas. Possible barriers to these solutions are also discussed in the development of new goals. Logistical, practical and budgetary considerations are discussed and agreed upon as new goals and objectives are designed and placed in the new plan.

*Preparation of the school's annual budget and plan*

SAC members are made aware of current budgets for the upcoming school year and the allocations being made to sustain existing goals and the associated cost for new plan initiatives. SAC members vote on allocation of SAC funds to assist with the implementation of the upcoming plan.

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

SAC Expenditures  
 Instructional Materials: 4530.00  
 After School tutoring: 5430.00  
 Teacher In-service: 5945.00  
 Student Programs: 2933.00

***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
BISHOP, EMERY	Assistant Principal
Harbour, Heather	Assistant Principal
Means, Jeff	Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team (LLT) will facilitate professional learning opportunities through increased exposure to Florida State Standards. The LLT will meet to analyze and interpret reading data. Goals will be established based on the reading data analysis. The development of new strategies to achieve the goals while establishing the measures of success will be a continuous focus for the LLT. The LLT will also support teachers in implementing the literacy strategies. Support for teachers in developing strategies for vocabulary acquisition across all subjects using CRISS strategies will be added this year. Teachers will monitor and review the implementation and provide input to the LLT as to the success of such strategies. Further assistance from the LLT will take the form of assistance in differentiating the learning environment, observing and providing feedback, modeling effective lessons, and suggesting appropriate resources.

**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**

Attempts to provide common planning time for each grade level are a primary focus during the development of the master schedule. Once a month is reserved for teams to share information among each other. Social Committee provides monthly opportunities to get together and socialize. Faculty and staff are given positive recognition through the weekly bulletin. District cohort meet monthly and are a means for teachers of specific subject areas to meet to discuss and share curriculum and instructional methods.

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

Continue participating as a PDL school with the University of Florida. Provide internship opportunities to the University of Florida College of Education and St. Leo College.  
School administration works to ensure faculty and staff hiring mirrors the school demographics.  
Participate in District Instructional Fair.  
Collaborate with district HR to find Certified and Highly Qualified candidates to fill positions.

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

Each beginning teacher is assigned a district mentor coach. Planning, curriculum/instruction, classroom management and scheduled observations are addressed by the coach. The Principal formally observes and provides feedback through the district teacher appraisal process.

## **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***

All courses in the master schedule are identified and approved by the Florida Department of Education.  
Students in middle school must register for and attend a complete schedule of classes.  
The district approves educational requirements and offerings. A student must meet program requirements by successful completion of a course of study in: Language Arts, Reading, Mathematics, Science, Social Studies, Physical Education and two Electives.  
Curricular materials are adopted through a district process that ensure they are aligned with the Florida State Standards.

#### **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***

Middle school students receiving a Level 1 on the statewide assessment test in reading are placed in a Drop Out Prevention (DOP) reading course that addresses reading deficits. Students receiving a Level 1 in math are scheduled into a math course that is commiserate with their math skill level. Pacing is slowed, curriculum modifications made, smaller student teacher ratio, alternative resources and differing instructional strategies are used. Elementary students in third grade are monitored on various assessments throughout the year and compared to their peer group. Once consistent data

reveals that the student is falling behind or not making growth against the peer group, they are identified as eligible for supplemental tutoring.

***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:** 3,240

The school offers After School Tutoring for identified students in grade 3. Sessions are offered to these students prior to the FCAT assessment. Tutoring is free and is offered twice a week for 1.5 hours per session. Students are identified through FAIR scores, previous FCAT scores, and teacher recommendation.

***Strategy Rationale***

Students are identified as not meeting benchmark standards and behind their peer group. Providing small group and skill specific direct teacher instruction will increase the possibility for success on the Florida State Assessment.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Means, Jeff, meansja@gm.sbac.edu

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

FAIR, On Track Benchmark, Reading Unit test and informal classroom assessments are collected periodically throughout the school year to progress monitor the identified students.

**Strategy:** After School Program

**Minutes added to school year:** 5,040

Students enrolled in the high school mathematics course that are identified as not meeting mastery requirements are invited to participate in a after school tutoring program twice a week.

**Strategy Rationale**

Students provided with direct teacher instruction prior to course failure will better understand mathematical concepts and therefore perform better in mathematics

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

BISHOP, EMERY, bishopbe@gm.sbac.edu

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

Grades, mathematics software data, benchmark assessments, chapter test, EOC, number of students receiving high school credit.

**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**

Preschool students and parents participate in a Kindergarten Orientation during the Spring. Parents begin the registration process while students meet teachers, staff and peers during this orientation. Headstart and VPK information is shared with school administration regarding updates to programs and initiatives. Monthly meetings are attended by administration to receive VPK and Headstart initiatives. High Spring is a K - 8 school. Transitions to middle school are addressed as fifth graders at the conclusion of each school year. Eighth grade students have opportunities to visit high school magnet program open houses in the spring. Eighth graders are also met with by high school guidance counselors to talk about programs, diploma options, course offering and student life.

**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**

8th grade students are exposed to various opportunities to learn and experience high school programs and courses. All 8th graders participate in a Career Planning course. All 8th graders are involved in a high school registration process that looks at student interest and academic strengths. Identified 8th grade students participate in high school magnet program nights. Students learn of the various options and areas of concentration for specific magnet programs. College visitations are set up for identified first time college participants that showcase the various college degree programs.

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

A comprehensive school counseling program delivers a collaborative program for students and parents with the skills necessary for them to become successful lifelong learners, responsible citizens, and productive workers. Counselors provide counseling services, providing instruction in Decision Making/Problem Solving/Self Management Skills, Organization and Planning Skills, Academic, College and Career Planning Skills. Implementation of new courses that have certifications attached have been added to the master schedule for the upcoming school year.

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

Three new technical courses have been added to the school's master schedule. Teachers are working with district staff to meet certification requirements.

***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***

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase writing proficiency in eighth grade to 75% as measured by Florida Standardized Assessment.
- G2.** Increase eighth grade student participation in high school mathematics courses by 300 percent.
- G3.** Increase reading proficiency in grades 3 - 8 to 75 % as assessed by Florida Standards Assessment.

## 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 writing proficiency in eighth grade to 75% as measured by Florida Standardized Assessment.**

1a

G051395

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	75.0

**Resources Available to Support the Goal** 2

- District technical assistance, Highly qualified language arts teacher, Typing program.

**Targeted Barriers to Achieving the Goal** 3

- New writing assessment, Lack of student typing skills, New adopted text, New writing rubric.

**Plan to Monitor Progress Toward G1.** 8

Students will participate in mock writing exercises throughout the school year.

**Person Responsible**

EMERY BISHOP

**Schedule**

Quarterly, from 10/6/2014 to 6/5/2015

**Evidence of Completion**

Student writing samples.

**G2. Increase eighth grade student participation in high school mathematics courses by 300 percent.** 1a

G049753

**Targets Supported** 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	300.0

**Resources Available to Support the Goal** 2

- Highly qualified teachers

**Targeted Barriers to Achieving the Goal** 3

- Students lacking mathematical skills.

**Plan to Monitor Progress Toward G2.** 8

Grade distribution reports, benchmark test, standardized assessment.

**Person Responsible**

EMERY BISHOP

**Schedule**

Quarterly, from 11/6/2014 to 6/5/2015

**Evidence of Completion**

Grade distribution reports, benchmark test, standardized assessment.

**G3. Increase reading proficiency in grades 3 - 8 to 75 % as assessed by Florida Standards Assessment.**

1a

G049754

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	75.0
ELA/Reading Gains	75.0

**Resources Available to Support the Goal** 2

- District cohorts in subject areas providing technical assistance to teachers, Third grade after school tutoring, Intervention Groups in Reading, Implementation of Florida State Standards, Hawk Mentor Program, Literacy Coach, Response to Intervention liaison, Supplemental unit allocation, Technology Coaches, Additional computer lab space.

**Targeted Barriers to Achieving the Goal** 3

- Newly adopted Florida State Standards, Limited knowledge of the new standards and assessment, Information transmission relay from State to each of the follow: district, school, teacher, student. Adequate allocation of time for Professional Development.
- School personnel assignments, district teacher unit allocation.
- Newly adopted text in middle school reading and language arts, access to technology aspects of new adoptions.

**Plan to Monitor Progress Toward G3.** 8

Meeting held between administration and literacy coach to compare observation feedback. Student academic performance will analyzed by course and teacher.

**Person Responsible**

EMERY BISHOP

**Schedule**

Monthly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Benchmark assessment data, walk-through data, student growth performance on the Florida Standards Assessment.

## 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 writing proficiency in eighth grade to 75% as measured by Florida Standardized Assessment. **1**

 G051395

**G1.B1** New writing assessment, Lack of student typing skills, New adopted text, New writing rubric. **2**

 B129126

**G1.B1.S1** District technical assistance to increase teacher knowledge of new writing standards, rubric and assessment components. **4**

 S141537

### Strategy Rationale

Teachers need to understand student requirements in writing and how student success will be measured.

### Action Step 1 **5**

District staff will provide technical assistance meetings for teachers of language arts courses.

#### Person Responsible

EMERY BISHOP

#### Schedule

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

#### Evidence of Completion

Classroom walk-through observations, Literacy coach feedback for implemented lessons.

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

Meet with language arts teachers to discuss agenda topics and implementation strategies following the professional development meetings.

**Person Responsible**

EMERY BISHOP

**Schedule**

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

***Evidence of Completion***

Meeting agendas, lesson plan evidence of strategies, meeting notes, walk-through data from administration and literacy coach.

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

Provide periodic writing opportunities for students to be graded against the writing process components.

**Person Responsible**

EMERY BISHOP

**Schedule**

Quarterly, from 10/6/2014 to 6/5/2015

***Evidence of Completion***

Lesson plan evidence, walk-through observation data by administration and literacy coach. Student writing results analyzed by standard, grade and class.

**G1.B1.S2** Provide student practice to introduce the skills of typing. 4

 S141538

**Strategy Rationale**

Students will need practice time to learn and become proficient enough that this skill doesn't negatively effect a students score on a standardized assessment.

**Action Step 1** 5

District will provide a software program for students to access.

**Person Responsible**

Jeff Means

**Schedule**

Biweekly, from 9/29/2014 to 10/6/2014

**Evidence of Completion**

Instructional Technology technical staff investigates hardware and software capabilities at the school site to ensure the program is usable.

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

District technology staff will work directly with school based technology contact to ensure software is loaded on for use.

**Person Responsible**

Heather Harbour

**Schedule**

Biweekly, from 9/15/2014 to 10/6/2014

**Evidence of Completion**

School based technology contact will notify administration when software is loaded for the school.

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

Administration will monitor the computer lab sign up sheets, reflecting the teacher access and student use of the program.

**Person Responsible**

Heather Harbour

**Schedule**

Monthly, from 10/13/2014 to 6/5/2015

**Evidence of Completion**

Lab sign-up sheets, walk-through observations, teacher and student usage reports.

**G1.B1.S3** Infuse the writing requirements into the reading curriculum 4

 S141540

**Strategy Rationale**

Students will learn to use writing skills to enhance their ability to accurately articulate what they have read.

**Action Step 1** 5

Reading and language arts curriculum will be interwoven at each grade level and vertically aligned from sixth through eighth grade.

**Person Responsible**

EMERY BISHOP

**Schedule**

Monthly, from 8/4/2014 to 6/5/2015

**Evidence of Completion**

Meetings with department chairs and teachers of reading and language arts. Literacy coach walk-through observations. Design of a grade level framework between the reading and language arts curriculum for each middle school grade. Design of a vertical framework between the reading and language arts curriculum for grades sixth through eighth.

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

Reading and language arts teachers will provide administration and literacy coach with the two drafted plans. quarterly.

**Person Responsible**

EMERY BISHOP

**Schedule**

Monthly, from 8/4/2014 to 6/5/2015

***Evidence of Completion***

Written framework documents.

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

At the conclusion of the school year the frameworks will be formalized. A generated list of current and needed resources will be provide to administration.

**Person Responsible**

EMERY BISHOP

**Schedule**

Quarterly, from 8/4/2014 to 6/5/2015

***Evidence of Completion***

Student writing and reading assessment scores, students academic performance (grades) in reading and language arts courses, grade level and sixth through eight grade alignment frameworks are developed and distributed,

**G2.** Increase eighth grade student participation in high school mathematics courses by 300 percent. 1

G049753

**G2.B1** Students lacking mathematical skills. 2

B124560

**G2.B1.S1** Properly identify students that might not be successful in high school mathematics course. 4

S136472

### **Strategy Rationale**

To identify students who are missing mathematical skills that would allow for a high level of performance in a high school mathematics course.

### **Action Step 1** 5

All eighth graders will be screened to determine eligibility for the high school mathematics course.

#### **Person Responsible**

EMERY BISHOP

#### **Schedule**

Quarterly, from 5/12/2014 to 6/5/2015

#### **Evidence of Completion**

FCAT 2.0 mathematics data, eighth grade pre-test taken as a finishing seventh grader.

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

Administrator will secure pre-test material and provide the time for testing to occur. Provide standardized assessment data in mathematics.

#### **Person Responsible**

EMERY BISHOP

#### **Schedule**

On 7/31/2015

#### **Evidence of Completion**

Standardized assessment data in mathematics. Scored pre-test data for students. Students identified and scheduled into high school mathematics course.

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

Student progress monitoring through benchmark assessments and academic performance (grades).

**Person Responsible**

EMERY BISHOP

**Schedule**

Quarterly, from 11/6/2014 to 6/5/2015

**Evidence of Completion**

Grade distribution reports, benchmark test, standardized assessment.

**G2.B1.S2** Provide mathematical support for students showing a lack of adequate skills and progress in the high school mathematics course. 4

 S141254

**Strategy Rationale**

Some student that will be enrolled in the high school mathematics course may not have all of the prerequisite skills to master all of the course objectives successfully.

**Action Step 1** 5

Students identified through mathematics test results will be identified by their teacher and invited to participate in a twice per week after school tutoring opportunity.

**Person Responsible**

EMERY BISHOP

**Schedule**

Weekly, from 9/23/2014 to 6/5/2015

**Evidence of Completion**

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

Data will be collected and compared to peer group.

**Person Responsible**

EMERY BISHOP

**Schedule**

Quarterly, from 10/30/2014 to 6/5/2015

***Evidence of Completion***

Teacher grade distribution reports, unit test, benchmark test, EOC exam, standardized assessment results.

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

A mid year report of student progress will be provided to the School Advisory Council as to the progress students are making in comparison to the peer group.

**Person Responsible**

EMERY BISHOP

**Schedule**

Quarterly, from 10/30/2014 to 6/5/2015

***Evidence of Completion***

Teacher grade distribution reports, unit test, benchmark test, EOC exam, standardized assessment results.

**G3.** Increase reading proficiency in grades 3 - 8 to 75 % as assessed by Florida Standards Assessment. 1

G049754

**G3.B1** Newly adopted Florida State Standards, Limited knowledge of the new standards and assessment, Information transmission relay from State to each of the follow: district, school, teacher, student. Adequate allocation of time for Professional Development. 2

B124561

**G3.B1.S1** District curriculum department provides technical assistance training to administrators and teachers. 4

S136473

### Strategy Rationale

To increase knowledge of the content standards. To increase understanding of assessment components and how to best implementation instruction.

### Action Step 1 5

Administrators will meet with district staff to receive technical assistance on the new standards and assessment.

#### Person Responsible

Jeff Means

#### Schedule

Monthly, from 8/1/2014 to 7/31/2015

#### Evidence of Completion

Scheduled meetings, agendas, technical assistance documents provided.

## Action Step 2 5

District curricular cohorts are formed and meet to analyze and discuss the new standard implementation strategies and investigate test item specifications related to specific subject areas.

### **Person Responsible**

EMERY BISHOP

### **Schedule**

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

### ***Evidence of Completion***

Cohorts are created, advertisements are provided to interested teachers. Agendas, and working documents are brought back and shared within subject areas. Standards are imbedded in teacher lesson plans. Learned instructional strategies are implemented in the classroom. Test items are introduced in the classroom. Walk through evidence recorded for standards implemented in the classroom. Evidenced by anchor charts, student work samples, etc.... Literacy Coach log with evidence of implemented strategies.

## Action Step 3 5

Literacy coach meets with teachers to discuss strategies, model strategies and provide feedback to teachers.

### **Person Responsible**

Jeff Means

### **Schedule**

Weekly, from 9/8/2014 to 5/29/2015

### ***Evidence of Completion***

Walk-through evidence recorded for standards implemented in the classroom. Evidenced by anchor charts, student work samples, etc.... Literacy Coach log.

**Action Step 4** 5

Implementation of CRISS strategies and Kagan structures into teacher lessons and instructional practices.

**Person Responsible**

Jeff Means

**Schedule**

Every 6 Weeks, from 9/22/2014 to 3/13/2015

**Evidence of Completion**

Participants complete full training. Strategies embedded in teacher lesson plans. Implementation of strategies and structures in class lessons. Walk-through data.

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

In service documentation and lesson implementation. Walk-through data.

**Person Responsible**

Jeff Means

**Schedule**

Monthly, from 8/4/2014 to 6/5/2015

**Evidence of Completion**

Walk-through data, lesson plan documentation, in service agenda, participation logs, Literacy coach feedback.

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

FAIR, FCAT 2.0, On Track reading, unit and chapter test in reading

**Person Responsible**

EMERY BISHOP

**Schedule**

Monthly, from 8/18/2014 to 6/12/2015

**Evidence of Completion**

Team action plans are modified as a result of new data points.

**G3.B2** School personnel assignments, district teacher unit allocation. 2

B124562

**G3.B2.S1** Maintain Hawk Mentor Program and coordinator. 4

S136474

**Strategy Rationale**

High Springs, free/reduced rate population for the elementary grade levels meets the threshold for Title I funding. Although High Springs maintains this student population at the elementary level, by definition High Springs is classified as a "combination" school. This classification requires both levels to meet the funding threshold (75%) to receive any Title I funding. The middle grade population does not meet the free/reduced funding threshold. Due to this classification, High Springs does not receive any Title I funding although it maintains a free/reduced rate that would generate Title I funding for a typical elementary school.

**Action Step 1** 5

High Springs will continue to divert a portion of it's general aide time combined with SAC money to maintain the coordinators position.

**Person Responsible**

EMERY BISHOP

**Schedule**

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

**Evidence of Completion**

Coordinators position is fully funded.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Administration, mentor coordinator, school psychologist , school guidance counselor and teachers will meet to review progress monitoring data.

**Person Responsible**

EMERY BISHOP

**Schedule**

Biweekly, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

Intervention data feedback forms are provided to involved participants. Documented feedback form for modifications to interventions, Educational Planning Team (EPT) meeting records are held determined by progress monitoring data.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Weekly meeting with stakeholders will be conducted to ensure data is collected, feedback is provided.

**Person Responsible**

EMERY BISHOP

**Schedule**

Weekly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Progress monitoring in reading is done for each student weekly. Results are analyzed by a school psychologist on a weekly basis for fidelity of instruction. Data is compared to peer group and state benchmark success quarterly. Standardized test comparisons are made yearly to analyze yearly growth. Academic performance in the classroom (grades) are monitored on a quarterly basis. Mentor time (instructional time) is also monitored. Progress monitoring data sheet, intervention records, psychological reports, academic performance (grades), standardized testing measures, benchmark test data.

**G3.B2.S2 Maintain current and/or increase supplemental teacher unit allocation for school master schedule at the middle school grades. 4**

 S141234

**Strategy Rationale**

To create a master schedule that assigns highly qualified reading and language arts middle school teachers to those course. Ability to sustain sequenced course offerings and program consistencies.

**Action Step 1 5**

Principal and district staff will meet to discuss the scheduling issues that are involved in creating a master schedule for a kindergarten - eighth grade school.

**Person Responsible**

Jeff Means

**Schedule**

Monthly, from 12/1/2014 to 6/5/2015

**Evidence of Completion**

Yearly allocation assignments reflect a supplemental teacher unit allocation for the school year 2015 - 2016.

**Plan to Monitor Fidelity of Implementation of G3.B2.S2 6**

Principal and district staff will maintain communication logs of discussion.

**Person Responsible**

Jeff Means

**Schedule**

Monthly, from 12/1/2014 to 3/31/2015

***Evidence of Completion***

Spring allocation for the school will indicate a K-8 supplemental teacher allocation.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7**

Principal will present district staff with master schedule for 2015 - 2016 school year and articulate the benefits the supplemental unit has provided.

**Person Responsible**

Jeff Means

**Schedule**

Monthly, from 12/1/2014 to 6/5/2015

***Evidence of Completion***

Master schedule creation indicating sustained course offering and programs.

**G3.B3** Newly adopted text in middle school reading and language arts, access to technology aspects of new adoptions. **2**

 B124563

**G3.B3.S1** Middle school teachers will receive in service training: Florida Standards, newly adopted text and teacher resources in reading and language arts courses, assessment components, new pacing guides, and instructional strategies. **4**

 S136475

### **Strategy Rationale**

Teachers must understand new standards as they relate to particular assessment and course requirements while enhancing instructional strategies for new standards.

### **Action Step 1** **5**

Literacy coaches will be maintained at current levels.

#### **Person Responsible**

Jeff Means

#### **Schedule**

Weekly, from 9/8/2014 to 6/5/2015

#### **Evidence of Completion**

Walk-through data collected and shared. Literacy coach observations and feedback to teachers and administration.

### **Plan to Monitor Fidelity of Implementation of G3.B3.S1** **6**

Meetings held between administration and literacy coaches to compare observation feedback.

#### **Person Responsible**

Jeff Means

#### **Schedule**

Weekly, from 10/9/2014 to 6/5/2015

#### **Evidence of Completion**

Walk-through data, literacy coach feedback from observations, benchmark assessments, student writing samples, Read 180 instructional and testing data.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7**

Meeting held between administration and literacy coaches to compare observation feedback. Student academic performance will be analyzed by course and teacher.

**Person Responsible**

Jeff Means

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Benchmark assessment data, walk-through data, student growth performance on the Florida Standards Assessment. Literacy coaches will be assigned to High Springs.

**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
G2.B1.S1.A1	All eighth graders will be screened to determine eligibility for the high school mathematics course.	BISHOP, EMERY	5/12/2014	FCAT 2.0 mathematics data, eighth grade pre-test taken as a finishing seventh grader.	6/5/2015 quarterly
G3.B1.S1.A1	Administrators will meet with district staff to receive technical assistance on the new standards and assessment.	Means, Jeff	8/1/2014	Scheduled meetings, agendas, technical assistance documents provided.	7/31/2015 monthly
G3.B2.S1.A1	High Springs will continue to divert a portion of it's general aide time combined with SAC money to maintain the coordinators position.	BISHOP, EMERY	9/1/2014	Coordinators position is fully funded.	5/29/2015 daily
G3.B3.S1.A1	Literacy coaches will be maintained at current levels.	Means, Jeff	9/8/2014	Walk-through data collected and shared. Literacy coach observations and feedback to teachers and administration.	6/5/2015 weekly
G3.B2.S2.A1	Principal and district staff will meet to discuss the scheduling issues that are involved in creating a master schedule for a kindergarten - eighth grade school.	Means, Jeff	12/1/2014	Yearly allocation assignments reflect a supplemental teacher unit allocation for the school year 2015 - 2016.	6/5/2015 monthly
G2.B1.S2.A1	Students identified through mathematics test results will be identified by their teacher and invited to participate in a twice per week after school tutoring opportunity.	BISHOP, EMERY	9/23/2014		6/5/2015 weekly
G1.B1.S1.A1	District staff will provide technical assistance meetings for teachers of language arts courses.	BISHOP, EMERY	8/18/2014	Classroom walk-through observations, Literacy coach feedback for implemented lessons.	6/5/2015 monthly
G1.B1.S2.A1	District will provide a software program for students to access.	Means, Jeff	9/29/2014	Instructional Technology technical staff investigates hardware and software capabilities at the school site to ensure the program is usable.	10/6/2014 biweekly
G1.B1.S3.A1	Reading and language arts curriculum will be interwoven at each grade level and vertically aligned from sixth through eighth grade.	BISHOP, EMERY	8/4/2014	Meetings with department chairs and teachers of reading and language arts. Literacy coach walk-through observations. Design of a grade level	6/5/2015 monthly

**Alachua - 0461 - High Springs Community School - 2014-15 SIP**  
*High Springs Community School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				framework between the reading and language arts curriculum for each middle school grade. Design of a vertical framework between the reading and language arts curriculum for grades sixth through eighth.	
G3.B1.S1.A2	District curricular cohorts are formed and meet to analyze and discuss the new standard implementation strategies and investigate test item specifications related to specific subject areas.	BISHOP, EMERY	8/18/2014	Cohorts are created, advertisements are provided to interested teachers. Agendas, and working documents are brought back and shared within subject areas. Standards are imbedded in teacher lesson plans. Learned instructional strategies are implemented in the classroom. Test items are introduced in the classroom. Walk through evidence recorded for standards implemented in the classroom. Evidenced by anchor charts, student work samples, etc.... Literacy Coach log with evidence of implemented strategies.	5/29/2015 monthly
G3.B1.S1.A3	Literacy coach meets with teachers to discuss strategies, model strategies and provide feedback to teachers.	Means, Jeff	9/8/2014	Walk-through evidence recorded for standards implemented in the classroom. Evidenced by anchor charts, student work samples, etc.... Literacy Coach log.	5/29/2015 weekly
G3.B1.S1.A4	Implementation of CRISS strategies and Kagan structures into teacher lessons and instructional practices.	Means, Jeff	9/22/2014	Participants complete full training. Strategies embedded in teacher lesson plans. Implementation of strategies and structures in class lessons. Walk-through data.	3/13/2015 every-6-weeks
G1.MA1	Students will participate in mock writing exercises throughout the school year.	BISHOP, EMERY	10/6/2014	Student writing samples.	6/5/2015 quarterly
G1.B1.S1.MA1	Provide periodic writing opportunities for students to be graded against the writing process components.	BISHOP, EMERY	10/6/2014	Lesson plan evidence, walk-through observation data by administration and literacy coach. Student writing results analyzed by standard, grade and class.	6/5/2015 quarterly
G1.B1.S1.MA1	Meet with language arts teachers to discuss agenda topics and implementation strategies following the professional development meetings.	BISHOP, EMERY	8/18/2014	Meeting agendas, lesson plan evidence of strategies, meeting notes, walk-through data from administration and literacy coach.	6/5/2015 monthly
G1.B1.S2.MA1	Administration will monitor the computer lab sign up sheets, reflecting the teacher access and student use of the program.	Harbour, Heather	10/13/2014	Lab sign-up sheets, walk-through observations, teacher and student usage reports.	6/5/2015 monthly
G1.B1.S2.MA1	District technology staff will work directly with school based technology contact to ensure software is loaded on for use.	Harbour, Heather	9/15/2014	School based technology contact will notify administration when software is loaded for the school.	10/6/2014 biweekly
G1.B1.S3.MA1	At the conclusion of the school year the frameworks will be formalized. A generated list of current and needed resources will be provide to administration.	BISHOP, EMERY	8/4/2014	Student writing and reading assessment scores, students academic performance (grades) in reading and language arts courses, grade level and sixth through eight grade alignment frameworks are developed and distributed,	6/5/2015 quarterly
G1.B1.S3.MA1	Reading and language arts teachers will provide administration and literacy coach with the two drafted plans quarterly.	BISHOP, EMERY	8/4/2014	Written framework documents.	6/5/2015 monthly
G2.MA1	Grade distribution reports, benchmark test, standardized assessment.	BISHOP, EMERY	11/6/2014	Grade distribution reports, benchmark test, standardized assessment.	6/5/2015 quarterly

**Alachua - 0461 - High Springs Community School - 2014-15 SIP**  
*High Springs Community School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Student progress monitoring through benchmark assessments and academic performance (grades).	BISHOP, EMERY	11/6/2014	Grade distribution reports, benchmark test, standardized assessment.	6/5/2015 quarterly
G2.B1.S1.MA1	Administrator will secure pre-test material and provide the time for testing to occur. Provide standardized assessment data in mathematics.	BISHOP, EMERY	8/4/2014	Standardized assessment data in mathematics. Scored pre-test data for students. Students identified and scheduled into high school mathematics course.	7/31/2015 one-time
G2.B1.S2.MA1	A mid year report of student progress will be provided to the School Advisory Council as to the progress students are making in comparison to the peer group.	BISHOP, EMERY	10/30/2014	Teacher grade distribution reports, unit test, benchmark test, EOC exam, standardized assessment results.	6/5/2015 quarterly
G2.B1.S2.MA1	Data will be collected and compared to peer group.	BISHOP, EMERY	10/30/2014	Teacher grade distribution reports, unit test, benchmark test, EOC exam, standardized assessment results.	6/5/2015 quarterly
G3.MA1	Meeting held between administration and literacy coach to compare observation feedback. Student academic performance will analyzed by course and teacher.	BISHOP, EMERY	9/22/2014	Benchmark assessment data, walk-through data, student growth performance on the Florida Standards Assessment.	6/5/2015 monthly
G3.B1.S1.MA1	FAIR, FCAT 2.0, On Track reading, unit and chapter test in reading	BISHOP, EMERY	8/18/2014	Team action plans are modified as a result of new data points.	6/12/2015 monthly
G3.B1.S1.MA1	In service documentation and lesson implementation. Walk-through data.	Means, Jeff	8/4/2014	Walk-through data, lesson plan documentation, in service agenda, participation logs, Literacy coach feedback.	6/5/2015 monthly
G3.B2.S1.MA1	Weekly meeting with stakeholders will be conducted to ensure data is collected, feedback is provided.	BISHOP, EMERY	9/15/2014	Progress monitoring in reading is done for each student weekly. Results are analyzed by a school psychologist on a weekly basis for fidelity of instruction. Data is compared to peer group and state benchmark success quarterly. Standardized test comparisons are made yearly to analyze yearly growth. Academic performance in the classroom (grades) are monitored on a quarterly basis. Mentor time (instructional time) is also monitored. Progress monitoring data sheet, intervention records, psychological reports, academic performance (grades), standardized testing measures, benchmark test data.	6/5/2015 weekly
G3.B2.S1.MA1	Administration, mentor coordinator, school psychologist, school guidance counselor and teachers will meet to review progress monitoring data.	BISHOP, EMERY	9/2/2014	Intervention data feedback forms are provided to involved participants. Documented feedback form for modifications to interventions, Educational Planning Team (EPT) meeting records are held determined by progress monitoring data.	6/5/2015 biweekly
G3.B3.S1.MA1	Meeting held between administration and literacy coaches to compare observation feedback. Student academic performance will be analyzed by course and teacher.	Means, Jeff	9/1/2014	Benchmark assessment data, walk-through data, student growth performance on the Florida Standards Assessment. Literacy coaches will be assigned to High Springs.	6/5/2015 monthly
G3.B3.S1.MA1	Meetings held between administration and literacy coaches to compare observation feedback.	Means, Jeff	10/9/2014	Walk-through data, literacy coach feedback from observations, benchmark assessments, student writing samples, Read 180 instructional and testing data.	6/5/2015 weekly

<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/End Date</b>
G3.B2.S2.MA1	Principal will present district staff with master schedule for 2015 - 2016 school year and articulate the benefits the supplemental unit has provided.	Means, Jeff	12/1/2014	Master schedule creation indicating sustained course offering and programs.	6/5/2015 monthly
G3.B2.S2.MA1	Principal and district staff will maintain communication logs of discussion.	Means, Jeff	12/1/2014	Spring allocation for the school will indicate a K-8 supplemental teacher allocation.	3/31/2015 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 Opportunities

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

**G1.** Increase writing proficiency in eighth grade to 75% as measured by Florida Standardized Assessment.

**G1.B1** New writing assessment, Lack of student typing skills, New adopted text, New writing rubric.

**G1.B1.S1** District technical assistance to increase teacher knowledge of new writing standards, rubric and assessment components.

### PD Opportunity 1

District staff will provide technical assistance meetings for teachers of language arts courses.

#### Facilitator

District language arts supervisor.

#### Participants

All middle school language arts teachers

#### Schedule

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

**G1.B1.S3** Infuse the writing requirements into the reading curriculum

### PD Opportunity 1

Reading and language arts curriculum will be interwoven at each grade level and vertically aligned from sixth through eighth grade.

#### Facilitator

Administration, Literacy coach, district staff.

#### Participants

Middle grades reading and language arts teachers.

#### Schedule

Monthly, from 8/4/2014 to 6/5/2015

**G3.** Increase reading proficiency in grades 3 - 8 to 75 % as assessed by Florida Standards Assessment.

**G3.B1** Newly adopted Florida State Standards, Limited knowledge of the new standards and assessment, Information transmission relay from State to each of the follow: district, school, teacher, student. Adequate allocation of time for Professional Development.

**G3.B1.S1** District curriculum department provides technical assistance training to administrators and teachers.

**PD Opportunity 1**

Administrators will meet with district staff to receive technical assistance on the new standards and assessment.

**Facilitator**

District curriculum staff, district research and testing department.

**Participants**

Building level administration.

**Schedule**

Monthly, from 8/1/2014 to 7/31/2015

**PD Opportunity 2**

District curricular cohorts are formed and meet to analyze and discuss the new standard implementation strategies and investigate test item specifications related to specific subject areas.

**Facilitator**

District curriculum supervisors.

**Participants**

Any interested teacher.

**Schedule**

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

### **PD Opportunity 3**

Literacy coach meets with teachers to discuss strategies, model strategies and provide feedback to teachers.

#### **Facilitator**

Literacy coach

#### **Participants**

Any middle school teacher.

#### **Schedule**

Weekly, from 9/8/2014 to 5/29/2015

### **PD Opportunity 4**

Implementation of CRISS strategies and Kagan structures into teacher lessons and instructional practices.

#### **Facilitator**

Principal, Assistant Principal for Administration.

#### **Participants**

Teachers in grades 3 - 8.

#### **Schedule**

Every 6 Weeks, from 9/22/2014 to 3/13/2015

## Technical Assistance Items

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

**G1.** Increase writing proficiency in eighth grade to 75% as measured by Florida Standardized Assessment.

**G1.B1** New writing assessment, Lack of student typing skills, New adopted text, New writing rubric.

**G1.B1.S2** Provide student practice to introduce the skills of typing.

### **PD Opportunity 1**

District will provide a software program for students to access.

#### **Facilitator**

Instructional Technology staff.

#### **Participants**

Administration, School based technology contact, district IT staff.

#### **Schedule**

Biweekly, from 9/29/2014 to 10/6/2014

**G2.** Increase eighth grade student participation in high school mathematics courses by 300 percent.

**G2.B1** Students lacking mathematical skills.

**G2.B1.S1** Properly identify students that might not be successful in high school mathematics course.

### **PD Opportunity 1**

All eighth graders will be screened to determine eligibility for the high school mathematics course.

#### **Facilitator**

School based administration.

#### **Participants**

School based administrator and the primary instructor for the high school level mathematics courses.

#### **Schedule**

Quarterly, from 5/12/2014 to 6/5/2015

**G2.B1.S2** Provide mathematical support for students showing a lack of adequate skills and progress in the high school mathematics course.

**PD Opportunity 1**

Students identified through mathematics test results will be identified by their teacher and invited to participate in a twice per week after school tutoring opportunity.

**Facilitator**

Administration and mathematics teachers

**Participants**

Students not making adequate progress in the high school mathematics course.

**Schedule**

Weekly, from 9/23/2014 to 6/5/2015

**G3.** Increase reading proficiency in grades 3 - 8 to 75 % as assessed by Florida Standards Assessment.

**G3.B2** School personnel assignments, district teacher unit allocation.

**G3.B2.S1** Maintain Hawk Mentor Program and coordinator.

**PD Opportunity 1**

High Springs will continue to divert a portion of it's general aide time combined with SAC money to maintain the coordinators position.

**Facilitator**

Principal

**Participants**

District HR staff, SAC members.

**Schedule**

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

**G3.B2.S2** Maintain current and/or increase supplemental teacher unit allocation for school master schedule at the middle school grades.

**PD Opportunity 1**

Principal and district staff will meet to discuss the scheduling issues that are involved in creating a master schedule for a kindergarten - eighth grade school.

**Facilitator**

Principal

**Participants**

Faculty

**Schedule**

Monthly, from 12/1/2014 to 6/5/2015

**G3.B3** Newly adopted text in middle school reading and language arts, access to technology aspects of new adoptions.

**G3.B3.S1** Middle school teachers will receive in service training: Florida Standards, newly adopted text and teacher resources in reading and language arts courses, assessment components, new pacing guides, and instructional strategies.

**PD Opportunity 1**

Literacy coaches will be maintained at current levels.

**Facilitator**

School Administration

**Participants**

School Administration, district staff, reading/language arts supervisors.

**Schedule**

Weekly, from 9/8/2014 to 6/5/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 2:</b> Increase eighth grade student participation in high school mathematics courses by 300 percent.	5,000
<b>Goal 3:</b> Increase reading proficiency in grades 3 - 8 to 75 % as assessed by Florida Standards Assessment.	71,000
<b>Grand Total</b>	<b>76,000</b>

### Goal 2: Increase eighth grade student participation in high school mathematics courses by 300 percent.

Description	Source	Total
<b>B1.S2.A1</b> - Stipends for mathematics teachers.	School Improvement Funds	5,000
<b>Total Goal 2</b>		<b>5,000</b>

### Goal 3: Increase reading proficiency in grades 3 - 8 to 75 % as assessed by Florida Standards Assessment.

Description	Source	Total
<b>B1.S1.A1</b> - Workshop materials.	General Fund	500
<b>B1.S1.A4</b> - Teacher stipends.	School Improvement Funds	2,000
<b>B1.S1.A4</b> - Training materials: CRISS training manuals, notebooks, charts,	General Fund	500
<b>B2.S1.A1</b> - Four general aide hours are assigned to this position.	General Fund	7,000
<b>B2.S1.A1</b> - Annual request. (May not be available)	School Improvement Funds	2,000
<b>B2.S1.A1</b> - Grants: Requesting partial compensation for coordinators position, instructional materials, administrative materials. No grant approval to date.	Other	5,000
<b>B2.S2.A1</b> - District allocation of .6 teacher allocation.	Other	42,000
<b>B3.S1.A1</b> - District allocation to maintain current level of service.	Other	12,000
<b>Total Goal 3</b>		<b>71,000</b>