

Alachua County Public Schools

Santa Fe High School



2016-17 Schoolwide Improvement Plan

Santa Fe High School

16213 NW US HIGHWAY 441, Alachua, FL 32615

<https://www.sbac.edu/santafe>

School Demographics

School Type and Grades Served
 (per MSID File)

High School
 9-12

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
 (as reported on Survey 3)

39%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

32%

School Grades History

Year
Grade

2015-16
 C

2014-15
 A*

2013-14
 B

2012-13

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Alachua - 0271 - Santa Fe High School - 2016-17 SIP
Santa Fe High School

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of “Planning” or “Implementing” or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in “Implementing” status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Santa Fe High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

In alignment with the district's mission, our mission at Santa Fe High School is to build character and citizenship by providing a comprehensive education that fosters learning and critical thinking for a productive life. We are committed to working collaboratively with our students, families, and community to provide the highest quality of education.

b. Provide the school's vision statement.

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

2. School Environment

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

Santa Fe High School receives students from several different middle schools, including Mebane Middle School in Alachua, High Springs Community School in High Springs, and various middle schools in the Gainesville area. Before students begin at Santa Fe High School, they are able to attend shadow days offered in January and February. At the shadow day, students are able to meet prospective teachers as well as learn about the high school experience at Santa Fe High School. The visiting students are paired up with a current student from their grade level, and we facilitate discussions about using the high school experience to become college and career ready. We also have questionnaires, which allows us to get to know the visiting students better, and these questionnaires direct our day according to their interests and inquiries. The students who are from the local schools share the rich tradition and culture of the community and fit in well within our school atmosphere. The students who typically come from Gainesville have applied and been accepted into one of the magnet programs, thereby requesting to be added into our school's culture and atmosphere. Aside from the shadow day, when registering all incoming students, we learn about their likes and dislikes according to course selections, sports and activities they've inquired about, and discussions we have with them at their home school about the different clubs, activities, sports, classes, teachers at Santa Fe. Over the past 3 years, we've seen a dramatic increase in the number of students wanting to attend Santa Fe from outside the community. Whether it's the magnet programs, the activities and clubs we offer, or the sense of community and family they feel when they're here, the students enjoy coming to Santa Fe High School.

There are several events we have incorporated in order to facilitate positive relationships between students, teachers, and families. The most well attended events are as follows:

1. We distributed schedules two weeks before school started so that students would be able to meet teachers (if they are on campus at the time), walk the campus, and learn their schedules with ease before school started. This also gave students a chance to meet the administrators and request schedule changes to avoid the long lines during the first week of school.
2. Meet the Teacher is on the Friday before school. Students are able to get their schedules during this time as well as meet their teachers for the year. Parents are able to receive pertinent information and become more acclimated with the campus and its operation.
3. 9th Grade Success Day occurs on the second day of school. This is for all freshmen, and they spend the whole day learning about how to be successful students and utilizing the supports on campus. By the end of the day, the students are "Raiderized" and feel more connected with their teachers, administrators, counselors, and each other.
4. Open House occurs a few weeks into the beginning of the school year, and this allows students and parents to reconnect with teachers to discuss academic progression and the scope and sequence of the courses. Parents are also able to walk in their students' shoes and get a better understanding of the day to day process.
5. A financial aid session was done before Open House started. This session was open to any student and families wanting to learn about financial aid information for post-secondary opportunities. Counselors attended and were able to answer questions as well as set up future appointments to offer parents and students one-on-one guidance.
6. Grade-level meetings with counselors and teachers occur throughout the months of September and October. Teachers and counselors meet with each grade level to discuss graduation requirements, ways that teachers can help students stay the course, strategies for students to use when they are experiencing stress or anxiety, help sessions and after school tutoring programs that are offered on campus, and opportunities to get involved on campus. The senior meetings are specifically geared toward the next steps after high school and providing students with more information in accordance to their needs and interests.
7. We have a campus-wide homecoming week where students and teachers participate and formulate ideas for their classes to win the spirit awards. Students have expressed feeling more connected to their teachers after experiencing homecoming week.
8. Career Fair is every year during the month of December or January, where several businesses and occupations are represented to provide students with the information on how to prepare for prospective jobs. Before attending the fair, teachers facilitate discussions with students and submit student interests and inquires to the counselors. This helps gauge what occupations should be present in order to meet the needs of the students. Teachers also find ways to connect their curriculum to what they gather from students inquiries and interests.
9. Pep rallies are done three times a year, and this is a time for students to be recognized for athletic and academic accomplishments by their teachers and peers.
10. SFHS Olympics is an academic and athletic competition, where students and teachers form teams and compete against each other. This event occurs before testing season in the spring, and it's a way for students to relax before the rigorous weeks of testing.

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

Students have a sense of safety at Santa Fe before, during, and after-school. Administrators are on campus at least an hour before school begins, and provide supervision one hour after school dismisses. Supervision by teachers, deans, staff, and administration is also provided between class changes, in the cafeteria, around the

campus during lunch, and at the bus drop off and pick up. If students stay on campus after 3:30 PM, they must be involved in an activity that has adult supervision. Teachers are given the school-wide Crisis Plan at the beginning of the year and several safety drills are conducted throughout the year. We also practice lock-down procedures twice a year. With three administrators, two deans, fifty-six teachers, and three guidance counselors, students always have someone to talk to if a problem arises. Our school resource officer is involved in the community and makes connections with students in order to build trusting relationships. Visitors and volunteers are processed through our Raptor system in order to document the volume of people on our campus who are visiting for one reason or another. The administrative team has created an account using the Remind App where the administrative team is able to send out notices via text messages in case of an emergency. An administrator also does the announcements every morning and makes it a point to welcome students and remind them of appropriate behavior while in an academic space. There are also attendance and behavior celebrations organized by Student Government in recognition of students who have perfect attendance and/ or have made behavioral improvements. Student progress does not go unnoticed and students are constantly reminded that everyone on campus is responsible for keeping Santa Fe High School campus safe for all.

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

One of the major goals of the Dean's office is to ensure that all students are informed of their rights and responsibilities at Santa Fe High School. At the beginning of each year, every student is given a Student Code of Conduct and an academic planner that establishes all rules and procedures for every student at Santa Fe High School. These two reference materials are used by the Deans in determining appropriate disciplinary decisions. The deans go over the code of conduct and classroom management procedures during pre-planning with the teachers. Students are orientated to the rules and procedures by every teacher. The entire code of conduct is reviewed throughout the day where each period focuses on a certain part of the handbook. Discipline should first be handled by the classroom teacher except in cases that are severe, then a dean should be called in. We also try to minimize distractions in the classroom, limiting announcements to the first and last 5 minutes of the day. A counselor is also available to talk to troubled students when the need arises. Discipline and behavior is discussed at every faculty meeting, and deans report on the amount of documented classroom or school disruptions. Teachers are also given the opportunity to voice concerns and as a faculty, we problem solve on how teachers will systematically address student behavior (as applicable). We also have weekly Student Services Team (Administrators, Deans, Counselor, ESE Dept. Chair, Resource Officer, School Nurse) meetings to discuss kids and update the team on what strategies and interventions we are using for students having any issues school-wide.

We have created a mentorship and mediation program for students who are in need of one-on-one guidance in respect to appropriate behavior and coping skills. Students who exhibit difficulty in following school rules are identified by teachers and submitted to administration. An administrator meets with the student and a dean to discuss ways we are able to support the student to assist with getting the student to display the desired behavior. If applicable, the student is then given a behavior sheet that is done daily until

the student is able to get the appropriate amount of positive feedback. This is an intervention that has shown to be effective as opposed to an immediate referral.

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

The school counselors educate students on the role and services that school counselors provide, which include addressing personal, social and emotional issues. The school counselors educate students about the definition of bullying and the ways in which to report bullying and encouraged students to take a stand against bullying. The school counselors create a quarterly newsletter to address personal and social issues that educate and encourage healthy strategies to manage social-emotional needs. The school counselors meet with students through self-identification and parent or teacher referral to address personal issues related to social-emotional needs.

The school counselors also provide access to a licensed mental health counselor (Meridian) to meet with students who need ongoing mental health and therapeutic counseling. We are also re-implementing the Student Services Team which will identify students who need extra support. Teachers are also able to submit names to administration for students who are in need of mentors. Administrators, deans, and voluntary teachers serve as mentors. There are also school volunteers who have offered to mentor students for academic support when dealing with stress and anxiety.

The Educational Planning Team (EPT) meetings are conducted when students are missing school or showing signs of academic failure through attendance and/ or behavior. An administrator conducts these meetings with teachers, counselors, students, and families to develop a plan to get students back on track in school. Administration also has an open door policy where parents and students can come and discuss concerns and problem-solve.

3. 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).

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

Early warning indicators that are used at Santa Fe High School are as follows:

1. when a student's attendance falls below a 90%;
2. when a student has one or more suspensions, whether in or out of school;
3. when a student fails either an English or Math class; and
4. when a student scores a Level 1 on the statewide, standardized assessment in English Language Arts or mathematics.

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

1. 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	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	48	55	56	46	205
One or more suspensions	0	0	0	0	0	0	0	0	0	26	16	13	10	65
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	66	41	45	20	172
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	54	71	38	3	166
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	18	15	23	16	72

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

Intervention strategies used are:

1. Phone conferences with parents to make them aware of absences;
2. EPT meetings to determine strategies to use with students and teachers to decrease suspension and referral rates and to improve student behavior;
3. Credit Retrieval Option Program (CROP) classes, e-school classes, and FLVS offerings during the school day as well as after-school ;
4. Intensive Reading classes for students who have scored a Level 1 or 2 on FSA reading test and offering Liberal Arts Math classes for students who failed the Alg. 1 EOC/ FSA test.
5. Tutoring is available on Monday through Thursday afternoons for students needing extra help in any math class. Adult Education offers math classes Mondays through Thursdays on our campus.
6. We have a resource officer on campus who helps with truancy and tardy issues.
7. We are open to students during the summer, offering CROP and Adult Education for students to make up credits. We offer the EOC retakes with several remedial classes prior to the tests.
8. ACT workshops geared toward reading are done after school two weeks before the administration of the ACT.
9. This year we have implemented Power Hour whereby students who are struggling in classes or have incomplete assignments are required to go to their teacher's office hours(during lunch) to receive extra help completing assignments as well as remediation if needed.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Goal: To increase the active participation of parents in school related activities to support our students reaching their highest academic and social potential by providing a variety of school functions and opportunities for involvement. Santa Fe High School provides many opportunities for parent engagement through the year. We encourage parent involvement through the school's website, Infinite Campus, a newsletter which is published four times per year, parent booster organizations, and Individualized Program of Study meetings with Parents and Guidance Counselors upon request.

Parents can serve on the School Advisory Council to assist in decision making for school improvement initiatives. Additionally parents are encouraged, and do, volunteer to assist with athletics, clubs, activities and special events. All parents have access to the faculty and staff's e-mail, which most report is the best avenue for information and communication. We offer parent-teacher conference nights to enable working parents to schedule personal meetings with teachers. We host a curriculum fair to showcase our magnet programs and AP programs as well as sports and clubs available. The marquee in front of the school is used to notify parents of upcoming events. Parents are welcome on our campus and take advantage of the opportunities provided to get involved in the academics of the students.

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

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

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

(manpower) and cattle trailers to haul animals to State and Youth Fair; employee students; or give discounts on materials and supplies needed for the Agriscience program.

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

A new Publix has opened next door to Santa Fe High School, and our school was instrumental in assisting them with job fairs and dissemination of information. We look forward to creating a closer partnership as they become an intricate part of our community.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Le Clear, Elizabeth	Principal
Arduser, Stella	Assistant Principal
Wright, Timothy	Assistant Principal

b. Duties

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

The Principal's job is to provide our community with the vision for the year and ways we will work collaboratively to achieve goals created through the analysis of our data. Dr. LeClear also reviews all data for students and looks for trends, areas of concern, and then supports teachers so they can meet the needs of students. Dr. LeClear communicates the vision, mission, and goals to the community and explains the roles of all stakeholders in supporting student achievement and academic success. The principal also provides professional development opportunities for teachers in order to enhance teaching practices that are culturally responsive and academically appropriate for our student population in which we serve. Dr. LeClear works with the staff and outlines how they are to be instrumental in providing the highest level of customer service to our community and facilitates discussions on maintaining professionalism staying up-to-date on inputting accurate data into the system.

The Assistant Principals' jobs are to monitor individual teacher data, have data chats with teachers, and discuss students who may need differentiation in their classrooms. The Assistant Principal of Curriculum maintains the schedule and provides job-embedded professional development for teachers that highlights effective instructional strategies that align with our mission and vision for academic success. The APC also works with teachers to reflect on teaching practices and instructional delivery through the use of classroom walk-throughs (objective data collection). The APC works with families and students in creating academic plans that assists students with maintaining academic progress through scheduling the appropriate courses, working with the school counseling

office on matriculation of credits, offering information on remediation and reteaching opportunities offered through tutoring, establishing progress monitoring check points, and teaching self-advocacy through understanding how to assess Infinite Campus and ask teachers for help.

The Assistant Principal of Administration ensures the safest and cleanest academic space for students and teachers. The APA works with teachers and building services personnel (custodians, district staff, school staff, deans) to provide academic supplies and instructional technology in support of impacting effective teaching practices. The APA also monitors attendance and behavior trends in order to be responsive in using the Early Warning System. The APA works in collaboration with the APC and principal to analyze how attendance and discipline impacts academic achievement and identifies trends and areas of concern. The APA also works with teachers to reflect on teaching practices and instructional delivery through the use of classroom walk-throughs (objective data collection).

The Principal and Assistant Principals have data chats with each of the teachers who have been assigned to them for formal evaluations. Struggling and beginning/new teachers are assigned a mentor teacher who observes, models, and gives support to that teacher so students are successful. All of these discussions stem from looking at assessment data and observing classrooms (informal walk-throughs and formal observations). The administration meets with all teachers, facilitating a needs assessment to gather concerns and areas of needed support, discussing data, and using that input to plan Professional Development, allocate resources, and provide support.

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

First, the administration looks at SSA, EOC, and FSA data to begin the process of identifying who is in need of more instruction. Then we look at individual teacher data to identify where those students are in the classroom. We have DATA Chats and Counselor chats with students one-on-one. Students are then counseled and teachers differentiate instruction to increase the likelihood of academic success in the classroom.

Adult Education: Adult Education is offered to students in the afternoons to help complete Math courses. There is one teacher who operates the 4-day Adult Education week, and there are two Math teachers who hold tutoring sessions alongside the Adult Education teachers. Students are identified by their guidance counselor and encouraged to enroll in the program to regain lost credit. The Adult Education teachers are paid through district funds.

Career and Technical Education (CTE): There are 4 CTE courses offered here at Santa Fe High School. The certificate courses are Agriculture and Biotechnology. The other CTE courses are Carpentry and Cabinet-making and Computing for College and Career. Carl Perkins funds help support these programs that reach over one-half of our student population. The Biotechnology classes are funded through Race-to-the-Top funds.

Supplemental Academic Instruction: The Credit Retrieval Option Program (CROP) is

offered to any student who needs to make up credits. CROP is offered during a research period in school and after school twice a week for 2 hours. Math and reading tutoring is offered to help students prepare for the ACT. CROP and Math Tutoring is paid through district funds. Reading sessions that specifically focus on ACT reading are done by the assistant principals.

Title X Homeless: There is a homeless advocate at the county level who provides services for students and families who are experiencing homelessness. Our Student Services staff provides the names to the advocate and she contacts the student and family and using McKenny-Vento funds, can help that student and family find the support they need.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dr. Elizabeth LeClear	Principal
Josh Jett	Teacher
Paul Turney	Teacher
Danette Drageset	Parent
Heather Caballero	Parent
Adam Boukari	Business/Community
Chad Scott	Business/Community
Charles Wakeley	Parent
John Golden	Parent
Sydney Honeycutt	Student
Marsha Barnard	Education Support Employee
Chris Salamone	Teacher
Cooper Barnard	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC reviews SSA, EOC, FSA and AP results as well as student data on discipline and attendance. The SAC also receives feedback from parents, students, and staff through surveys. All of this information is used in developing the School Improvement Plan. The principal provides additional information regarding district, state and federal initiatives which impact our school. The SAC considers all of this data when making decisions and reviewing the SIP.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

The SAC meets bi-monthly and reviews applications for SAC mini-grants which are awarded to teachers. The SAC reviews district, state and federal mandates to ensure that the school is in compliance with regulations. The SAC also reviews data from previous years to determine the school's needs for the 2015-16 school year.

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

Expenditures from the 2015-2016 were as follows:

1. Payroll- 2015 Summer (Assistant Principals, ESE, Guidance): \$14,910.28
2. Freshman Success Day 2015: \$2566.19
3. Welcome Back Teachers, Fall 2015: \$220.00
4. Payroll - Livestock care and AG department maintenance, Summer 2015: \$1,006.46
5. Stationary for Marketing SFHS: \$925.35
6. Polo Shirts for Faculty: \$2,049.00
7. Graduation 2016 Expenses: \$3,949.02
8. After School Math Tutoring 2015-16: \$1913.16
9. Sound System Repair at Raider Stadium: \$2,500.00
10. School Spirit Breakfasts: \$191.15
11. Academic Recognition Luncheons (All A's): \$725.11
12. Teacher Appreciation: \$121.28
13. AP Exam Breakfast: \$41.40

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Le Clear, Elizabeth	Principal
Arduser, Stella	Assistant Principal
Wright, Timothy	Assistant Principal
Curtis, Mattie	Teacher, K-12
Coe, Robert	Instructional Technology
Turney, Paul	Teacher, K-12
Honeycutt, Brittany	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

One major initiative this year will be writing across the curriculum. This will continue to be presented to the teachers in a mini-workshop that will be carried out throughout the

school year. Members of the LLT will work together to plan a PD based on writing strategies that work in any curriculum. Teachers will learn to incorporate literacy benchmarks into their Florida Standards Lesson Plans. Teachers will also collect data and monitor the progress of their lowest performing students with the focus on 9th grade (for AP potential).

D. 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).

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

New teachers to Santa Fe High School as well as struggling teachers are given the opportunity to observe experienced teachers in the classroom. Before school begins, teachers attend pre-planning and collaborate through discussions and creation of curriculum units in alignment with the district pacing guides. Every teacher has collaborative planning time from 8:00-8:45 AM. Teachers meet as departments once a month to examine data, discuss curriculum and student concerns, and monitor pacing criteria. Professional Learning Communities meet as needed to complete the lesson study for the year. Teachers in the same discipline are located in close proximity to one another. Substitutes are secured on a regular basis, so teachers can attend pertinent trainings or collaborate on lesson plans. AP and regular classroom teachers are encouraged to network with teachers from other schools, observing different teaching styles and strategies. Every month, the faculty meets for a faculty meeting. During the faculty meeting, job embedded professional development is conducted as well as book study discussions. Our faculty has also learned and implemented protocols highlighted in the school reform/ instructional coaching program. Teachers have used these protocols learned in the faculty meetings and implemented them, as needed and appropriate, in their classroom and departmentalized meetings.

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

Dr. LeClear attends the yearly Instructional Career Fair hosted by Alachua County and meets new teacher education graduates. She also speaks at UF, Saint Leo, as well as Santa Fe College's Teacher Prep Classes. We provide additional support other than the county's mentoring. Applicant's references and experience are checked by Dr. LeClear, Mrs. Arduser, or Dr. Wright. Applicants for each position are interviewed by at least 2 administrators and all are asked the same questions to ensure equity in hiring. We have a high retention rate of teachers at this school, due to the fact that academic, social/emotional, and behavioral support is provided throughout the year. Beginning teachers have a mentor through the county. Santa Fe also provides not only coaching by an Assistant Principal, but a monthly informal meeting with Dr. LeClear to discuss their well-being, progress, and concerns. Teachers who are new to Santa Fe are a part of a group called "Reconnecting Raiders" where they meet quarterly with the entire administrative team to discuss student achievement and specific needs to improve on teaching practices. The new teachers are given extra collaborative time to meet with an experienced master teacher of the same subject throughout the year.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The administration has a copy of the Item Specification Notebook, uses CPALMS, and adopts only state approved textbooks. Teachers are offered professional development opportunities through the district and are aware of these resources available to them. The English department has also developed a training on the use of Edutone in the classroom as well as analyzing the writing rubric for the writing assessment and evaluation of student writing prompts. The teachers' textbooks and the district have pacing guides which are followed by every teacher within that curriculum. There are district curriculum specialists who provide the teachers with instruction, clarification, and scope and sequence of curriculum using the Florida standards are as follows:

1. Derrick Frazier, Math
2. Donaldson Fitzpatrick, English
3. Maureen Shankman, Science
4. Richard Sheets, Social Studies.

Santa Fe High School teachers align their teaching practices and course scope and sequence with the district adopted scope and sequence. We also participate in the AIMS testing, and use the results to gauge progress monitoring in all state tested subject areas. Administration also works with district support personnel and facilitates conversations on more opportunities for job-embedded professional development to enhance the quality of education for students.

b. Instructional Strategies

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

The administration and teachers look at data from SSA, EOC, FSA, AIMS, and AP test scores to provide information to our teachers so they can evaluate student understanding of content and areas of concern. improvement. Teachers are given their individual data from the previous year in order to make adjustments to instructional delivery. Looking at past data can provide and illustration to teachers that shows how to manage their time on different areas of their curriculum. An example of how instruction is supplemented is that students are given multiple opportunities throughout the year to take an Algebra remedial class after school for 10 days prior to the Algebra 1 EOC/ FSA

retakes. Students are also given opportunities for tutoring before and after school for math. Advanced Placement (AP) teachers offer before and after school help sessions for students who need more assistance in understanding key concepts. Students who historically struggle in reading are placed in a reading class to receive additional remediation and reteaching opportunities.

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

Strategy: After School Program

Minutes added to school year: 17,280

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

Strategy Rationale

Grades made in CROP will replace Ds or Fs made in a regular class thus raising their GPA, and in some cases, granting credit.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Harris, Eliot, harriseo@gm.sbac.edu

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

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

Strategy: Extended School Day

Minutes added to school year: 5,700

Power Hour

Strategy Rationale

To serve our lowest quartile we implemented Power Hour where teachers have 30 minutes of Office Hours daily to meet with students who are struggling, need to make up assignments, tests, quizzes, or simply need remediation or acceleration. By creating time during the school day we are reaching ALL students and addressing their needs. In addition, teachers may request that a student who is struggling or falling behind report to them during Power Hour to get the extra assistance they need to become more successful in class.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Le Clear, Elizabeth, lecleaea@gm.sbac.edu

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

We will be looking at D/F data as well as teacher logs to see how effective and wide spread students are accessing their teachers during Power Hour.

Strategy: Before School Program

Minutes added to school year: 10,800

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

Strategy Rationale

Teachers will be more willing to meet during the school day on school-related activities than to stay after school. Before school also offers a full hour for collaboration and professional development opportunities.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Le Clear, Elizabeth, lecleaea@gm.sbac.edu

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

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

2. Student Transition and Readiness

a. 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).

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

Strategies that Santa Fe uses to support incoming 9th graders are:

- a) An administrator is designated for each grade level. The 9th grade administrator is introduced during the 9th grade Orientation so parents can easily identify with their child's administrator.
- b) Freshmen success day is held the 2nd day of school. Ninth-graders are divided into teams which are led around the school and shown how to use the lunchroom, library, and computers in the computer lab, etc... Students also are introduced to all the administrators, deans, school counselors, athletic director, and get to hear a motivational speaker.
- c) School counselors visit in 9th grade classrooms at the beginning of the year to go over graduation requirements.
- d) Students who earned a Level 1 and 2 are entered into intensive reading classes so they get extra support for state assessments.
- e) Even before the 9th graders come to Santa Fe, the school counselors visit each of the schools to go over registration materials with them.
- f) Prior to attending Santa Fe, students are given the opportunity to shadow for a day and learn the history of Santa Fe and what the school provides to its students in regards to academic, extracurricular, and social/emotional support.
- g) We have begun Power Hour this year to address our lowest quartile as well as ALL students who are struggling with academics or are in need of remediation and or acceleration.

Strategies to deal with the graduating seniors are:

- a) School counselors work with the list of seniors, going through their credits (transcript audit), community service hours, and scholarship criteria.
- b) Administration works with seniors who need extra support and tries to find ways to help them graduate on time. Some examples would be working with Adult Ed., CROP, community service hours, online schools, etc...
- c) Colleges and the military are invited to visit the campus during lunches and speak with students about their respective programs.
- d) Pre-Collegiate, an on-campus club, provides college tours for club members throughout the year.
- e) School counselors offer Financial Aid nights and after school sessions to help seniors and their parents work through the Florida Financial Aid Application and FAFSA application for students who are going to college.
- f) The school counselors host a Career Fair in December for all seniors. At the Career Fair, there are over 30 guests from vocational programs at Santa Fe College, military agencies, trade schools, state colleges, and top employers in the county.

b. College and Career Readiness

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

School counselors meet with classes of students at the beginning of each year to go over graduation requirements for each grade level. A career fair is held in December for seniors. Students can visit booths which are set up in the gym showcasing many local and varied businesses. Before registration in the Spring, students are given a course guide on what will be offered for the next year, what they need to take as far as what they're interested in, and what is required by the state. Colleges and the military are invited to set up displays during lunch where they can talk to interested students.

Local biotechnology companies have partnered with our biotechnology classes, inviting students to come for field trips and hands-on learning experiences. Some students who have excelled in the class have been offered part-time positions after school.

Community organizations, such as the American Legion, Clay Electric, and the Women's Club of Alachua sponsor students to attend leadership workshops and conferences.

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

Students in the Biotechnology program are able to apply what they learn by visiting several biotech companies, for example, the RTI company, which provides the school hands-on field trips, on-site training, and certification testing. Students can receive certification in Biotechnology.

Students in the Agriculture Magnet interact with animals, veterinarians, and vet assistants in preparation for certification in those areas. Students can receive certification in Veterinary Assisting and Agritechnology.

Through our Computers for College and Career and Digital Design Classes, students can earn Microsoft Office Word, Microsoft Office PowerPoint, Microsoft Office Excel, Adobe Photoshop, and Adobe Illustrator certifications.

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

Santa Fe has taken steps to integrate career and technical education with academic courses by offering classes in Carpentry and Cabinet-Making, Agriscience Foundations, Vet Assisting, Agritechnology, Animal Sciences 2-4, Horticulture, Computers for College and Careers, Digital Design, and Biotechnology 1-4. Any student can enroll in these class once they've applied for the program.

In the 2015-2016 school year Santa Fe High School students in the Career Pathways Program earned a total of 192 College credits and all 64 students earned credit by passing a statewide Gold Standard industry certification assessment during the 2015-2016 school year.

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** If we monitor student achievement in writing using the results from the AIMS writing assessments to guide our instruction in the 9th and 10th grade English courses, more 9th and 10th grade students will perform at a passing rate.

- G2.** Each of books (that are being voted on) will impact students in many ways: ? Teachers will learn how to look at their expectations from students of many diverse ethnicities, capabilities, and levels of learning. o Thoughts or language used in class room o Cultural management ? Teachers will learn how to prepare students who are on the path to college. ? Teachers will be learning how to handle situations that are unique to present day students, so best help them be successful

Strategic Goals Detail

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

G1. If we monitor student achievement in writing using the results from the AIMS writing assessments to guide our instruction in the 9th and 10th grade English courses, more 9th and 10th grade students will perform at a passing rate. 1a

G085234

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	75.0

Targeted Barriers to Achieving the Goal 3

- Possible subjectivity when teachers are grading the assessments even when using the rubric

Resources Available to Help Reduce or Eliminate the Barriers 2

- Dr. Mattie Curtis, English Department Chairperson
- District Personnel (Donaldson Fitzpatrick, Curriculum Department)

Plan to Monitor Progress Toward G1. 8

Discussion with teachers regarding results from AIMS writing assessments

Person Responsible

Mattie Curtis

Schedule

Quarterly, from 10/26/2016 to 5/19/2017

Evidence of Completion

AIMS and student writing samples which are discussed during every testing window

G2. Each of books (that are being voted on) will impact students in many ways: ? Teachers will learn how to look at their expectations from students of many diverse ethnicities, capabilities, and levels of learning. o Thoughts or language used in class room o Cultural management ? Teachers will learn how to prepare students who are on the path to college. ? Teachers will be learning how to handle situations that are unique to present day students, so best help them be successful **1a**

 G085235

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	75.0

Targeted Barriers to Achieving the Goal **3**

- Teacher biases and thoughts on necessary student characteristics in order to be a successful AP student

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Book study with faculty: Happiness Advantage by Shawn Achor
- 9th Grade Teachers, Administration, School Counselors, and Students

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

We will use the course registration and number of students recommended for AP courses through academic achievement and positive responses to reading and writing interventions.

Person Responsible

Elizabeth Le Clear

Schedule

Quarterly, from 11/8/2016 to 3/14/2017

Evidence of Completion

School grades, progress monitoring results, teacher recommendations, attendance to help sessions, student reflections

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. If we monitor student achievement in writing using the results from the AIMS writing assessments to guide our instruction in the 9th and 10th grade English courses, more 9th and 10th grade students will perform at a passing rate. **1**

 G085234

G1.B2 Possible subjectivity when teachers are grading the assessments even when using the rubric **2**

 B226653

G1.B2.S1 Teachers are being asked to grade their students' writing using the rubric provided by the district. To eliminate possible subjectivity obstacles, teachers can swap student writing prompts with each other and blind grade the essays of students they do not teach. This could also go between grade levels where 10th grade teachers assess 9th grade writing prompts and 9th grade teachers assess 10th grade writing prompts. **4**

 S239129

Strategy Rationale

This could eliminate teacher bias and offer more objective feedback to facilitate student learning and collaboration among teachers.

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G2. Each of books (that are being voted on) will impact students in many ways: ? Teachers will learn how to look at their expectations from students of many diverse ethnicities, capabilities, and levels of learning. o Thoughts or language used in class room o Cultural management ? Teachers will learn how to prepare students who are on the path to college. ? Teachers will be learning how to handle situations that are unique to present day students, so best help them be successful 1

G085235

G2.B2 Teacher biases and thoughts on necessary student characteristics in order to be a successful AP student 2

B226655

G2.B2.S1 We will provide examples of how sections of the book are relevant to teachers and their students. We will also continue conversations with 9th grade teachers and students while providing instructional resources and support for students who may be struggling academically. 4

S239130

Strategy Rationale

If teachers complete the readings and incorporate the strategies we discuss from Mindset, this could assist in diversifying the AP program.

Action Step 1 5

All teachers will participate in a book study on the Happiness Advantage by Shawn Achor.

Person Responsible

Elizabeth Le Clear

Schedule

Monthly, from 12/5/2016 to 5/19/2017

Evidence of Completion

Teachers will turn in an exit ticket at the end of each session or faculty meeting

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

During each PD session, at least one strategy from the text will be presented. Teachers will engage in activities for self-reflection and implementation of strategies that can motivate student achievement.

Person Responsible

Elizabeth Le Clear

Schedule

Monthly, from 12/2/2015 to 5/20/2016

Evidence of Completion

We will collect exit tickets at the end of each session. Other evidence will include written comments on Snapshot program in ACIIS. Teachers will also analyze how many 9th grade students are recommended for AP courses.

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

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

Person Responsible

Elizabeth Le Clear

Schedule

Monthly, from 12/2/2015 to 5/20/2016

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B2.S1.MA1 M316860	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.MA1 M316861	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.A1 A309672	[no content entered]		No Start Date		No End Date one-time
G2.B2.S1.MA1 M316863	As more strategies are introduced, they will be implemented in all classrooms. The increased...	Le Clear, Elizabeth	12/2/2015	The evidence will be the classroom snapshots and formal observations for the teachers' evaluations.	5/20/2016 monthly
G2.B2.S1.MA1 M316864	During each PD session, at least one strategy from the text will be presented. Teachers will...	Le Clear, Elizabeth	12/2/2015	We will collect exit tickets at the end of each session. Other evidence will include written comments on Snapshot program in ACIIS. Teachers will also analyze how many 9th grade students are recommended for AP courses.	5/20/2016 monthly
G2.MA1 M316865	We will use the course registration and number of students recommended for AP courses through...	Le Clear, Elizabeth	11/8/2016	School grades, progress monitoring results, teacher recommendations, attendance to help sessions, student reflections	3/14/2017 quarterly
G1.MA1 M316862	Discussion with teachers regarding results from AIMS writing assessments	Curtis, Mattie	10/26/2016	AIMS and student writing samples which are discussed during every testing window	5/19/2017 quarterly
G2.B2.S1.A1 A309673	All teachers will participate in a book study on the Happiness Advantage by Shawn Achor.	Le Clear, Elizabeth	12/5/2016	Teachers will turn in an exit ticket at the end of each session or faculty meeting	5/19/2017 monthly

V. Professional Development Opportunities

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

G1. If we monitor student achievement in writing using the results from the AIMS writing assessments to guide our instruction in the 9th and 10th grade English courses, more 9th and 10th grade students will perform at a passing rate.

G1.B2 Possible subjectivity when teachers are grading the assessments even when using the rubric

G1.B2.S1 Teachers are being asked to grade their students' writing using the rubric provided by the district. To eliminate possible subjectivity obstacles, teachers can swap student writing prompts with each other and blind grade the essays of students they do not teach. This could also go between grade levels where 10th grade teachers assess 9th grade writing prompts and 9th grade teachers assess 10th grade writing prompts.

PD Opportunity 1

Facilitator

Participants

Schedule

G2. Each of books (that are being voted on) will impact students in many ways: ? Teachers will learn how to look at their expectations from students of many diverse ethnicities, capabilities, and levels of learning. o Thoughts or language used in class room o Cultural management ? Teachers will learn how to prepare students who are on the path to college. ? Teachers will be learning how to handle situations that are unique to present day students, so best help them be successful

G2.B2 Teacher biases and thoughts on necessary student characteristics in order to be a successful AP student

G2.B2.S1 We will provide examples of how sections of the book are relevant to teachers and their students. We will also continue conversations with 9th grade teachers and students while providing instructional resources and support for students who may be struggling academically.

PD Opportunity 1

All teachers will participate in a book study on the Happiness Advantage by Shawn Achor.

Facilitator

Administrative team: Dr. LeClear, Mrs. Arduser, and Dr. Wright

Participants

All teachers at Santa Fe High School

Schedule

Monthly, from 12/5/2016 to 5/19/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1					\$0.00
2	G2.B2.S1.A1	All teachers will participate in a book study on the Happiness Advantage by Shawn Achor.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0271 - Santa Fe High School	Other		\$2,000.00
			<i>Notes: Grant from Professional Development Department</i>			
					Total:	\$2,000.00