



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

F. W. Buchholz High School

5510 NW 27TH AVE

Gainesville, FL 32606

352-955-6702

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

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 28%
Alternative/ESE Center No	Charter School No	Minority Rate 42%

School Grades History

2013-14 PENDING	2012-13 B	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

F. W. Buchholz High School

Principal

Vicente Perez

School Advisory Council chair

Tom Cowart

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Randy Scott	Assistant Principal
Valerie Freeman	Assistant Principal
Jared Taber	Assistant Principal

District-Level Information

District

Alachua

Superintendent

Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Coni Bryant - Career Service, Vince Perez - Principal, Teachers: Judy Beverly, Consuelo Owens, Lil Rogers, Pearlie Shelton, Kevin White. Parents: Ann Herkov, Jen Kverneland, Laurie Waldo, Ann Herkov, Jeanne Diehl.

Citizens: Kim Anderson, Tom Cowart, Chris Doyle, Kevin Griffin, Dawn Moore. Students: Molly Brennan, Alexandria Partridge, Brea Fort.

Involvement of the SAC in the development of the SIP

Reviews, Edits, provide climate surveys, approves school budgets and expenditures, funding, fundraising, and assist in the preparation and evaluation of the SIP. Also, the SAC is the primary resource for School Accreditation and compliance with Florida statutes set down by the State Legislature within the directives and guidelines of the Florida Department of Education.

Activities of the SAC for the upcoming school year

Reviews, Edits, provide climate surveys, approves school budgets and expenditures, funding, fundraising, and assist in the preparation and evaluation of the SIP. Also, the SAC is the primary resource for School Accreditation and compliance with Florida statutes set down by the State Legislature within the directives and guidelines of the Florida Department of Education.

Projected use of school improvement funds, including the amount allocated to each project

Advanced Placement funds - \$160, 651.00

Lottery funds - \$5,655.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Vicente Perez

Principal

Years as Administrator: 26

Years at Current School: 10

Credentials

BA in Special Education
Masters Degree - Ed. Leadership

Performance Record

Highly Effective

Valerie Freeman

Asst Principal

Years as Administrator: 4

Years at Current School: 2

Credentials

BA in Education
ED.S in Education Leadership

Performance Record

Highly Effective

Randy Scott

Asst Principal

Years as Administrator: 10

Years at Current School: 2

CredentialsBA in Education
Masters in Education
PhD**Performance Record**

Highly Effective

Jared Taber

Asst Principal

Years as Administrator: 1

Years at Current School: 1

CredentialsMasters Degree
Specialist Degree**Performance Record****Instructional Coaches****# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Judy Beverly**

Full-time / School-based

Years as Coach: 7

Years at Current School: 8

Areas

Reading/Literacy

CredentialsBFA and MFA in Fine Arts, Reading Endorsement, Eng 5-9 Art
K-12**Performance Record**

Highly Effective

Classroom Teachers**# of classroom teachers**

105

receiving effective rating or higher

90, 86%

Highly Qualified Teachers

100%

certified in-field

105, 100%

ESOL endorsed

10, 10%

reading endorsed

11, 10%

with advanced degrees

60, 57%

National Board Certified

13, 12%

first-year teachers

5, 5%

with 1-5 years of experience

20, 19%

with 6-14 years of experience

26, 25%

with 15 or more years of experience

57, 54%

Education Paraprofessionals**# of paraprofessionals**

24

Highly Qualified

24, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

University of Florida Job Fairs - Principal

District Job Fairs - Principal / Asst. Principals

Partnering new teachers with veteran staff - Principal / Asst. Principals

Weekly and monthly meeting with new teachers - Leadership team, Literacy team, Department Chairs

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mike Scott, District Mentor: New Teachers: Gemma Holdman, Tara Kleemann, Carol Mccoy, Katelin Patrick, Axel Scholz, and Ronald Timmons....All participate in new teacher program activities and bi-monthly site visits.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Principal, Vicente Perez: Provides a common vision for the use of the data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

General Ed Teachers, (Reading) Judy Beverly, Debra Fields, Theresa Flamand, Liz Gillis, Arleen Partridge; (Math) Olanrewaju Fayiga, Robert Kalis, Amy Palmer,: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/intervention with tier 2/3 activities.

Exceptional Education Teachers, Janet Chalifoux, and Debra Fields, Ron Brooks: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Assistant Principal and Instructional Coach Reading, Dr. Randy Scott and Judy Beverly: Develops, leads, and evaluates school core curriculum standards/programs: identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies: assists with whole school screening programs that provide early intervening services for students to become "at risk" ; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

District Reading Instructional Specialist: At this time the principal is requesting that our school receive the services of one of the district Reading Coaches.

School Psychologist, Yulia Tamayo: Participates in collection, interpretation, and analysis of data: facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data-collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist, Corey Pyle: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist, Linda Stiles: Educates the team in the role language plays in the curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic pattern of student need with respect to language skills.

Student Services Personnel, Karen Dishman, Marc Ellard, Jay Godwin, Barbara Leytem, Pearlie Shelton, Kevin White, Erin Camizzi, Mary Welch: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school counselors and deans continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social issues.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Members of the team will meet once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at a high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Rtl Leadership Team met with the Principal to help develop the SIP. The team collected and provided data on Tier 1,2 and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations of instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching; and aligned processes and procedures.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: Florida Continuous Improvement Model (FCIM), Florida Comprehensive Assessment (FCAT), On Track Assessment Program, FAIR
 Midyear: On Track Assessment Program, FCAT Test Maker Pro Mini Grade Level Assessments, FAIR
 End of Year: FCAT, On Track Assessment Program, FAIR, End of Course Exams
 Frequency of Data Days: twice a month for data analysis

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be ongoing and continuous throughout the year during the teachers' common planning time and small sessions will occur throughout the year as needed. The Rtl Team will also evaluate additional staff PD needs during the bi-monthly Rtl Leadership Team meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 50,000

5 "0" Period classes before school (50 minutes each - 180 days)
 After school FCAT reading, math.
 After school CROP program (credit retrieval)
 Adult Education after-school

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Baseline Data: Florida Continuous Improvement Model (FCIM), Florida Comprehensive Assessment (FCAT), On Track Assessment Program, FAIR
 Midyear: On Track Assessment Program, FCAT Test Maker Pro Mini Grade Level Assessments, FAIR
 End of Year: FCAT, On Track Assessment Program, FAIR, End of Course Exams
 Frequency of Data Days: twice a month for data analysis.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principals, Reading coach, and Department Chairs.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Vince Perez	Principal
Randy Scott	Assistant Principal
Judy Beverly	Reading Coach
Theresa Flamand	Teacher
Arleen Partridge	Teacher
Elizabeth Gillis	Teacher
Leigh Larson	Teacher
Iris Bailey	Teacher
Delroy Thompson	Teacher
Kyle Tucker	Teacher
Katherine Haro	Teacher

How the school-based LLT functions

The team will meet once a month to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at a high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Major initiatives of the LLT

The major initiatives for this year will be to increase literacy for all students at our school with emphasis on the following areas:

- Increase literacy for the lower quartile and to meet AYP requirements.
- Students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction and interventions.
- Increase literacy interventions and strategies among the Black student subgroup.
- Increase literacy interventions and strategies among SWD student subgroup.
- Increase literacy interventions and strategies among the economically disadvantaged subgroup of students.

Increase time spent in school with the implementation of an In School Suspension intervention as the step after In School Detention.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Assistant Principal Randy Scott and Instructional Reading Coach Judy Beverly will have the following responsibilities: develops, leads, and evaluates school core curriculum standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

All teachers across all subject areas are encouraged to teach/show the real world applications of their subject and lessons. With the expansion of technology in the classroom, more teachers are able to bridge the gap between theory/ideas and the real world and bring it into the classroom. With serious budget restraints for taking "field trips", bringing the real world into the classroom is necessary for students to see the application of their learning.

While there are many outstanding examples of this focus on real-world relevance on our campus, a few outstanding examples are noteworthy. Our two business academies, the Academy of Finance and the Academy of Entrepreneurship, teach students how to run an operating branch of a bank (Finance) and how to fully operate a school store (Entrepreneurship). Our Environmental Science classes are responsible for the operation of our school wide recycling program and the promotion of energy conservation.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Teachers are all encouraged to advise students on the relevance of particular courses for students' future college major/ career plans in their subject areas. For instance, students interested in health-related careers are encouraged to take both Chemistry and Anatomy & Physiology as part of their science selections.

Counselors, in both individual conferencing with students and classroom guidance initiatives, regularly suggest certain elective courses and programs that are well suited to students' interests and aptitudes. Appropriate juniors and seniors can also dual-enroll with Santa Fe College to access a wide assortment of Technology/Applied Science programs based on the students' current/future interests.

All 10th graders are given a free opportunity to take the PLAN. This career and academic assessment tool allows students to evaluate their aptitudes and interests for post-secondary planning and goal setting. In addition, all freshmen/sophomores will revisit their EPEP, a 4-year personal high school planning tool. This allows for further discussion about coursework that is relevant for their futures based on their indicated skill and interest areas.

Strategies for improving student readiness for the public postsecondary level

Analysis of the High School Feedback Report of Florida Public High Schools Graduates and the State Public Accountability Report indicates:

- Our graduation rate for all students was 85% which surpasses both the District at 73% and the State at 78%.
- Our graduation rate for Black students was 70% which was greater than the District and the State but 15% lower than our white students.
- Our high school dropout rate was 2.5% which is lower than the District at 3.6% and the State at 2.6%.
- We had 88% who passed college reading placement tests as compared to the District at 76% and the State at 78%.
- We had 88% who passed college writing placement tests as compared to the District at 79% and the State at 82%.
- We had 87% who passed college math placement tests as compared to the District at 74% and the State at 71%.

Based on the analysis of these results we have identified the following priority strategies for our school:

- Continue and improve the enrichment strategies for students in AP classes and those scoring 4 and 5 on the FCAT reading and math.
 - Encourage the importance of taking higher level courses with emphasis on increasing the enrollment for Black students.
 - Increase intervention strategies to help Black students stay on track and graduate on time with their class.
 - Increase intervention strategies to help all students stay engaged in school and not drop out.
- Explore and implement strategies from outside agencies and stakeholders to help our minority students.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	73%	No	78%
American Indian				
Asian	87%	85%	No	88%
Black/African American	45%	44%	No	51%
Hispanic	73%	55%	No	75%
White	85%	84%	No	87%
English language learners				
Students with disabilities	53%	44%	No	57%
Economically disadvantaged	46%	48%	Yes	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	245	23%	28%
Students scoring at or above Achievement Level 4	523	49%	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		38%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		72%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	685	72%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	167	67%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	246	64%	69%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	369	71%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	76%	No	81%
American Indian				
Asian	96%	94%	No	97%
Black/African American	59%	46%	No	63%
Hispanic	76%	72%	No	78%
White	88%	88%	Yes	89%
English language learners				
Students with disabilities	58%	45%	No	62%
Economically disadvantaged	62%	52%	No	66%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	38%
Students scoring at or above Level 7		[data excluded for privacy reasons]	72%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	316	66%	71%
Students in lowest 25% making learning gains (EOC)	48	56%	61%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	253	69%	74%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	191	39%	44%
Students scoring at or above Achievement Level 4	70	14%	19%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	29%	34%
Students scoring at or above Achievement Level 4	177	57%	62%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	48%
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	142	28%	33%
Students scoring at or above Achievement Level 4	290	57%	62%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		10
Participation in STEM-related experiences provided for students	7	10%	15%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	184	8%	10%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	117	5%	7%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		8%	10%
Students taking CTE industry certification exams	23	1%	2%
Passing rate (%) for students who take CTE industry certification exams		75%	80%
CTE program concentrators	187	9%	10%
CTE teachers holding appropriate industry certifications	1	33%	33%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	25	1%	1%
Students in ninth grade with one or more absences within the first 20 days	7	1%	1%
Students in ninth grade who fail two or more courses in any subject	69	10%	5%
Students with grade point average less than 2.0	160	29%	24%
Students who fail to progress on-time to tenth grade	150	27%	22%
Students who receive two or more behavior referrals	97	5%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	92	5%	3%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	20	1%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	491	95%	98%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	143	40%	45%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	20	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

These are the following targets for increased parental involvement:

1. Volunteers
2. Open House
3. School Advisory Council
4. PTSA
5. Parent Surveys
6. Parent Portal
7. Quarterly Newsletter
8. Increased Phone Home
9. School Web Page
10. Community Outreach - Neighborhood Clubhouse FCAT night
11. New Text Information System

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Volunteers	525	25%	30%

Area 10: Additional Targets**Additional targets for the school**

More involvement from our lower quartile parents...

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
community clubhouse FCAT night	50	25%	30%

Goals Summary

- G1.** Increase student passing rate of Algebra 1 by implementing Algebra I data review and analysis protocols that provide ongoing feedback and trend data to teachers to support differentiated instruction for struggling students.

Goals Detail

G1. Increase student passing rate of Algebra 1 by implementing Algebra I data review and analysis protocols that provide ongoing feedback and trend data to teachers to support differentiated instruction for struggling students.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- 1. Staff Development – Developing On Quality Algebra I mini assessments
- Staff Development – Common Core Algebra I Standards
- . PD 360 On Line Staff Development Videos
- Differentiated Scheduling
- District Instructional Pacing Calendar
- Differentiated Math Materials
- District Math Supervisor
-
-
-

Targeted Barriers to Achieving the Goal

- Teacher misconceptions about the value and purposes of the district Algebra I pacing calendar in improving student success in the Algebra I EOC
- Teacher Time Needed for Quality Staff Development in Use of Pacing Calendar, Common Core Standards, Development of High Quality Assessments

Plan to Monitor Progress Toward the Goal

Will have a full implementation of pacing guide by Alg. 1 teachers

Person or Persons Responsible

APC

Target Dates or Schedule:

December

Evidence of Completion:

All teachers will use pacing guide by December and through the rest of year.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student passing rate of Algebra 1 by implementing Algebra I data review and analysis protocols that provide ongoing feedback and trend data to teachers to support differentiated instruction for struggling students.

G1.B2 Teacher misconceptions about the value and purposes of the district Algebra I pacing calendar in improving student success in the Algebra I EOC

G1.B2.S1 Based on feedback from the Algebra I teachers, the APC in collaboration with the district math supervisor will provide staff development on the positive impact of implementing with fidelity the district wide staff development. Included in the staff development will be the focus on how high quality assessments and differentiated instructional practices will scaffold from the pacing calendar. Evidence of completion will be the implementation of the district pacing calendar within the first nine weeks.

Action Step 1

Professional development for Alg. 1 Teachers

Person or Persons Responsible

Gemman Holdman, Jeff Benda, Mike Bruda, Sylvia Haller

Target Dates or Schedule

October 2013

Evidence of Completion

Pacing guide assessments..... Algebra Nation workbooks and assessments

Facilitator:

Jarod Tabor

Participants:

Algebra 1 instructors

Action Step 2

Connect all students and teachers to Algebra Nation - University of Florida

Person or Persons Responsible

Algebra 1 instructors - ALL

Target Dates or Schedule

October 2013

Evidence of Completion

Pacing Assessments and workbooks....Online progress monitoring

Facilitator:

Jared Taber

Participants:

All Algebra 1 instructors

Action Step 3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 4

Provide Staff Development and follow up with Algebra I teachers.

Person or Persons Responsible

APC, district math supervisor, Math Department Chair

Target Dates or Schedule

October – May

Evidence of Completion

Full Implementation by Algebra I teachers of district wide pacing calendar by send of first semester grading period.

Facilitator:

Participants:

Action Step 5

The district wide math supervisor will develop protocols to receive teacher feedback during the first nine week grading period as to the implementation of the district pacing calendar

Person or Persons Responsible

APC, district math supervisor

Target Dates or Schedule

September, 2013

Evidence of Completion

SD module ready for presentation

Facilitator:

Participants:

Action Step 6

The APC will provide feedback from Algebra I teachers as to what staff development will be helpful and supportive in improving Algebra I student achievement/

Person or Persons Responsible

APC

Target Dates or Schedule

September , 2013

Evidence of Completion

Pacing Calendar implemented within the first nine weeks

Facilitator:

Jared Taber

Participants:

Sylvia Haller, Gemma Holdman, Robert Kalis, Jeff Benda, Mike Bruda

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

Full implementation of the district –wide pacing calendar for Algebra I instruction. The implementation will include staff development that focuses on the positive impact on student achievement when using the district wide pacing calendar

Person or Persons Responsible

APC, District Math Supervisor

Target Dates or Schedule

September – December, 2013

Evidence of Completion

Evidence of completion will be the full implantation by Algebra I teachers by mid December

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2.S2 The APC in collaboration with the district math supervisor and the Department Math Chair will monitor every two weeks, the placement of teacher instruction on the district wide pacing calendar. Support interventions will be in place for those teachers who are struggling with implementation. Support interventions will include staff development and math resources which support those students who are not being successful.

Action Step 1

The district wide math supervisor will develop protocols to receive teacher feedback during the first nine week grading period as to the implementation of the district pacing calendar

Person or Persons Responsible

Math Supervisor

Target Dates or Schedule

September – October, 2013

Evidence of Completion

Feedback from Teachers logged by math supervisor

Action Step 2

The data collected will come from Classroom Walk through, informal observations, feedback from teachers

Person or Persons Responsible

APC district math supervisor

Target Dates or Schedule

September – May, 2013

Evidence of Completion

Classroom Walkthrough Data, teacher reflection

Action Step 3

Individual teacher status of instructional planning aligned to the Algebra I pacing calendar will occur every two weeks. Data collection will also include teacher feedback protocols that address teacher concerns and issue through ongoing staff development

Person or Persons Responsible

APC

Target Dates or Schedule

September- May, 2013

Evidence of Completion

Data Collection and Teacher Reflection

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Full implementation of the district –wide pacing calendar for Algebra I instruction. The implementation will include staff development that focuses on the positive impact on student achievement when using the district wide pacing calendar.

Person or Persons Responsible

APC, District Math Supervisor

Target Dates or Schedule

September – December, 2013

Evidence of Completion

Evidence of completion will be the full implantation by Algebra I teachers by mid December

Plan to Monitor Effectiveness of G1.B2.S2

Monitor effectiveness of pacing guide tracking, aligned with assessments

Person or Persons Responsible

District coach

Target Dates or Schedule

August to December

Evidence of Completion

All Alg.1 teachers implement by mid-December

G1.B3 Teacher Time Needed for Quality Staff Development in Use of Pacing Calendar, Common Core Standards, Development of High Quality Assessments

G1.B3.S1 The APC in collaboration with the district math supervisor and the Department Math Chair will monitor every two weeks, the placement of teacher instruction on the district wide pacing calendar. Support interventions will be in place for those teachers who are struggling with implementation. Support interventions will include staff development and math resources which support those students who are not being successful.

Action Step 1

The district wide math supervisor will develop protocols to receive teacher feedback during the first nine week grading period as to the implementation of the district pacing calendar

Person or Persons Responsible

Math Supervisor

Target Dates or Schedule

September – October, 2013

Evidence of Completion

Feedback from Teachers logged by math supervisor

Action Step 2

The data collected will come from Classroom Walk through, informal observations, feedback from teachers

Person or Persons Responsible

APC district math supervisor

Target Dates or Schedule

September – May, 2013

Evidence of Completion

Classroom Walkthrough Data, teacher reflection

Action Step 3

Individual teacher status of instructional planning aligned to the Algebra I pacing calendar will occur every two weeks. Data collection will also include teacher feedback protocols that address teacher concerns and issue through ongoing staff development

Person or Persons Responsible

APC

Target Dates or Schedule

September- May, 2013

Evidence of Completion

Data Collection and Teacher Reflection

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Full implementation of the district –wide pacing calendar for Algebra I instruction. The implementation will include staff development that focuses on the positive impact on student achievement when using the district wide pacing calendar

Person or Persons Responsible

APC, District Math Supervisor

Target Dates or Schedule

September – December, 2013

Evidence of Completion

Evidence of completion will be the full implantation by Algebra I teachers by mid December

Plan to Monitor Effectiveness of G1.B3.S1

Will work with District coach, review assessments, results

Person or Persons Responsible

APC

Target Dates or Schedule

Continually throughout year, starting in September

Evidence of Completion

Monitor and compare data every 9 weeks

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

The following items will be coordinated and integrated in the school:

1. Business partners
2. McKinney-Vento (Homeless)
3. PALS - Partners in Adolescent Lifestyle support (violence prevention)
4. Adult Education
5. CROP (credit retrieval)
6. the GREAT program (GED)
7. After-school (Reading / Math / ACT)
8. Food 4 Kids (Backpack program)
9. CTE courses and on-the job training

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student passing rate of Algebra 1 by implementing Algebra I data review and analysis protocols that provide ongoing feedback and trend data to teachers to support differentiated instruction for struggling students.

G1.B2 Teacher misconceptions about the value and purposes of the district Algebra I pacing calendar in improving student success in the Algebra I EOC

G1.B2.S1 Based on feedback from the Algebra I teachers, the APC in collaboration with the district math supervisor will provide staff development on the positive impact of implementing with fidelity the district wide staff development. Included in the staff development will be the focus on how high quality assessments and differentiated instructional practices will scaffold from the pacing calendar. Evidence of completion will be the implementation of the district pacing calendar within the first nine weeks.

PD Opportunity 1

Professional development for Alg. 1 Teachers

Facilitator

Jarod Tabor

Participants

Algebra 1 instructors

Target Dates or Schedule

October 2013

Evidence of Completion

Pacing guide assessments..... Algebra Nation workbooks and assessments

PD Opportunity 2

Connect all students and teachers to Algebra Nation - University of Florida

Facilitator

Jared Taber

Participants

All Algebra 1 instructors

Target Dates or Schedule

October 2013

Evidence of Completion

Pacing Assessments and workbooks....Online progress monitoring

PD Opportunity 3

Provide Staff Development and follow up with Algebra I teachers.

Facilitator

Participants

Target Dates or Schedule

October – May

Evidence of Completion

Full Implementation by Algebra I teachers of district wide pacing calendar by end of first semester grading period.

PD Opportunity 4

The district wide math supervisor will develop protocols to receive teacher feedback during the first nine week grading period as to the implementation of the district pacing calendar

Facilitator

Participants

Target Dates or Schedule

September, 2013

Evidence of Completion

SD module ready for presentation

PD Opportunity 5

The APC will provide feedback from Algebra I teachers as to what staff development will be helpful and supportive in improving Algebra I student achievement/

Facilitator

Jared Taber

Participants

Sylvia Haller, Gemma Holdman, Robert Kalis, Jeff Benda, Mike Bruda

Target Dates or Schedule

September , 2013

Evidence of Completion

Pacing Calendar implemented within the first nine weeks

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student passing rate of Algebra 1 by implementing Algebra I data review and analysis protocols that provide ongoing feedback and trend data to teachers to support differentiated instruction for struggling students.

G1.B2 Teacher misconceptions about the value and purposes of the district Algebra I pacing calendar in improving student success in the Algebra I EOC

G1.B2.S1 Based on feedback from the Algebra I teachers, the APC in collaboration with the district math supervisor will provide staff development on the positive impact of implementing with fidelity the district wide staff development. Included in the staff development will be the focus on how high quality assessments and differentiated instructional practices will scaffold from the pacing calendar. Evidence of completion will be the implementation of the district pacing calendar within the first nine weeks.

Action Step 4

Provide Staff Development and follow up with Algebra I teachers.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed