



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Santa Fe High School
16213 NW US HIGHWAY 441
Alachua, FL 32615
386-462-1125
<http://www.sbac.edu/pages/acps>

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 37%
Alternative/ESE Center No	Charter School No	Minority Rate 29%

School Grades History

2013-14 PENDING	2012-13 A	2011-12 B	2010-11 B	2009-10 B
---------------------------	---------------------	---------------------	---------------------	---------------------

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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Part III: Coordination and Integration	27
Appendix 1: Professional Development Plan to Support Goals	28
Appendix 2: Budget to Support Goals	30

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

Santa Fe High School

Principal

Dr. Elizabeth LeClear

School Advisory Council chair

Josh Jett

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

Name	Title
Susan Zehner	Assistant Principal of Curriculum
Tommie Smith	Assistant Principal of Administration

District-Level Information

District

Alachua

Superintendent

Herschel Lyons

Date of school board approval of SIP

10/18/2013

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

Dr. Elizabeth LeClear: Principal, SFHS

Josh Jett: Teacher, SFHS. SAC Chair: Develops agenda for meetings. Facilitates meeting.

Pamela Garcia: Guidance Counselor, SFHS. SAC Secretary: Records meeting minutes.

Paul Turney: Teacher, SFHS

Danette Drageset: Parent. Son is currently a Junior at SFHS

Randi Dincher: Parent. Son is currently a Junior, and twin daughters are currently Freshmen at SFHS

Elise Whann: Parent. Son is currently a Sophomore at SFHS

Joseph Hayes: Head Custodian, SFHS. Represents Career Service

Kathy Colson: Other Citizen

Adam Boukari: Other Citizen

Byran Williams: Other Citizen

Chad Osborne: Student, SFHS Student Body President

Jacey Cottingham: Student, SFHS Student Body Vice President

Faculty members are elected by their colleagues and serve for 2 year terms. Chair is nominated and voted upon by SAC members. Secretary is appointed.

Of the members that serve on SFHS's SAC, 54% are not employed by the District, 15% are minorities, and 31% are low SES.

Involvement of the SAC in the development of the SIP

SFHS's SPAR report was provided to each member and feedback requested. Principal provides other relevant school data at initial SAC meeting and introduces goals for the year and what the school will be emphasizing. Fund balances for ADS and LOT are announced, with a review of previous year's expenditures.

Activities of the SAC for the upcoming school year

SAC will request and review updated data as it becomes available during the school year. Trends will be discussed and in response to perceived needs, the SAC will be ready to allocate expenditures to support the goals of the SIP.

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

- a. Academic Recognition Luncheons: \$1000
- b. Spirit Day Breakfasts and Varsity Breakfasts: \$1500
- c. SFHS Annual Science Fair: \$600
- d. Math Department Requests: \$810
- e. Science Department Requests: \$3000
- f. English Department Requests: \$4750
- g. Cafeteria Chairs: \$3000
- h. Tables/chairs for Faculty Lounge: \$1000
- i. Social Studies Department Requests: \$4120
- j. Carnival Reward for No Referrals, No Unexcused Absences: \$1000
- k. "9th Grade Success Day": \$2500

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**

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Elizabeth LeClear

Principal

Years as Administrator: 21

Years at Current School: 2

Credentials

Bachelor of Music Degree, West Virginia University; MA in Educational Leadership, Florida Atlantic University; Specialist degree from UF in ESE; Doctorate from UF in Educational Leadership with emphasis in Curriculum and Instruction; endorsements in Math and ESOL

Performance Record

Santa Fe-12-13- Grade "Pending"
 Rawlings - 11-12 - Grade "C", AYP - No
 Rawlings - 10-11 - Grade "D", AYP - No
 Rawlings - 09-10 - Grade "D", AYP - No
 Terwilliger- 08-09 – Grade "A", AYP – No
 Terwilliger- 07-08 – Grade "C", AYP – No
 Terwilliger - 06-07 – Grade "A", AYP – No
 Westwood - 05-06 – Grade "A", AYP – Yes

Susan Zehner

Asst Principal

Years as Administrator: 2

Years at Current School: 14

Credentials

Bachelor of Arts in English, Mobile College; MA in Educational Leadership, Saint Leo University; Certification in Gifted Education, University of West Florida.

Performance Record

12-13- Grade Pending
 11-12 - Grade "B", AYP- No
 10-11 - Grade "B", AYP - No
 09-10 - Grade "B", AYP - No
 08-09 – Grade "B", AYP – No
 07-08 – Grade "C", AYP – No
 06-07 – Grade "B", AYP – No
 05-06 – Grade "B", AYP – No
 04-05 – Grade "B", AYP – No
 03-04 – Grade "B", AYP – No
 02-03 – Grade "A", AYP – No

Tommie Smith

Asst Principal

Years as Administrator: 19

Years at Current School: 5

Credentials

Bachelor of Science Degree, Physical Education University of New Orleans; MA in Educational Leadership, University of Florida; Certification in Physical Education K-12, Health Education, and School Principal.

Performance Record

12-13- Grade Pending
 11-12 - Grade "B", AYP- No
 10-11 - Grade "B", AYP - No
 09-10 - Grade "B", AYP - No
 08-09 – Grade "B", AYP – No

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Pamela O'Steen**

Part-time / District-based

Years as Coach: 3

Years at Current School: 3

Areas

Reading/Literacy

Credentials

Bachelors/Mentally handicapped K-12, Reading Endorsement

Performance Record

12-13- Grade Pending
 11-12- Grade "B", AYP - No
 10-11- Grade "B", AYP - No
 09-10 - Grade "B", AYP – No

Classroom Teachers**# of classroom teachers**

52

receiving effective rating or higher

52, 100%

Highly Qualified Teachers

98%

certified in-field

52, 100%

ESOL endorsed

6, 12%

reading endorsed

4, 8%

with advanced degrees

24, 46%

National Board Certified

2, 4%

first-year teachers

1, 2%

with 1-5 years of experience

9, 17%

with 6-14 years of experience

20, 38%

with 15 or more years of experience

22, 42%

Education Paraprofessionals**# of paraprofessionals**

11

Highly Qualified

7, 64%

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

1

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

Dr. LeClear attends the yearly Instructional Career Fair hosted by Alachua County each year and meets new teacher education graduates. Applicant's references and experience are checked by Dr. LeClear, her executive secretary, or Mrs. Zehner. Applicants for each position are interviewed by at least 2 administrators. We have a high retention rate of teachers at this school, due to the fact that our students are well-behaved, high achieving, and it is a positive workplace.

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

Our county mentoring program involves a mentor coach who comes and visits every two weeks with the beginning teacher, observes, evaluates, and offers critiques to that teacher. The county assigns the mentor coaches.

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

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

First we look at FCAT and EOC data to begin the process of knowing who is in need of more instruction. Then we look at individual teacher data to see where those students are in the classroom. We have DATA Chats and Counselor chats with students one-on-one. Students are then counseled and teachers differentiate so the student may be successful in his or her classroom.

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

Principal's job is to look at all data for all students, looking for trends, problems, and then support teachers so they can meet the needs of students.

Ass't Principal's job is monitoring individual teacher data to have data chats and discuss students who may need differentiation in their classrooms.

Team Leaders have data chats and mentor teachers who need coaching so students are successful. All of these discussions stem from testing data.

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

The administration uses the data gathered from the OnTrack tests, FAIR tests, PERT tests, FCAT, EOCs and disseminates the scores to the teachers where they can use them within their lesson study groups and in their personal classrooms.

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

On Track, PERT, FCAT, EOCs, Fair Tests. Teachers also use data gleaned from the SPAR report. Most of the scores are found on Infinite Campus which is provided by our district.

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

Any time we have an IEP, we make sure that we have copies for all involved and talk about the test results from the ones the student has taken. We also talk about differentiation to teachers and staff.

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: 17,280

Students are given the opportunity to make-up credit using (CROP-credit retrieval option program) Edmentum, an online credit retrieval program. This class takes place twice a week for 2 hours each day.

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?

Students are registered in class by the Administrator in charge, Mrs. Zehner or Ms. Holcomb, teacher in charge. Students work through an online class and receive grades which replace the grades they received in the class the first time they took it.

Who is responsible for monitoring implementation of this strategy?

Ms. Holcomb and Mrs. Zehner are the administrators of the program. There are three other teachers who are instructors in the credit retrieval program: Mrs. Keeler, Ms. Camerlengo, and Ms. Rowland.

Literacy Leadership Team (LLT)

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

Name	Title
Mattie Curtis	English Department Chairperson
Paul Turney	Social Studies Department Chairperson
Olivia Roberts	Math Department Chairperson
Josh Jett	Science Department Chairperson
Katherine Hilburn	Extra Curricular Department Chairperson
Mary Beth LaPointe	Intensive Reading Teacher
Georgeana Moore	Media Specialist

How the school-based LLT functions

The LLT meets at the beginning of the year to propose literary objectives for the year and then monthly to review available data. It decides what the focus will be for the year and the members disseminate the information to their departments. The LLT also plans and carries out a series of mini-workshops for the teachers during the teacher work night.

Major initiatives of the LLT

The major initiative this year will be writing across the curriculum. This will be presented to the teachers in a mini-workshop that will be carried out on teacher worknight.

Every Teacher Contributes to Reading Instruction

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

At the beginning of the year, the LLT hands out a notebook divided by grade levels to each department chairperson to maintain. These notebooks have the scores for all EOCs, FCATs, PERT tests, etc... for all students Teachers working together to plan lessons can access these scores easily to group students and plan lessons for different reading levels, so they can be successful in every class. Teachers have also been able to use online textbooks for students, so they are able to read and research using the online format.

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

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 in the Agriculture Magnet interact with animals, veterinarians, and vet assistants in preparation for certification in those areas.

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

Guidance counselors meet with classes of students at the beginning of each year to go over graduation requirements for each grade level. A career fair is being held this year on Dec. 4th for students. They can visit booths which will be set up in the gym showcasing many local and varied businesses. Before registration in the Spring, students are given a guide on what will be offered for the next year, what they need to take as far as what they're interested in, and what is required by the state.

Strategies for improving student readiness for the public postsecondary level

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

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	63%	63%	Yes	67%
American Indian				
Asian				
Black/African American	39%	32%	No	45%
Hispanic	54%	64%	Yes	59%
White	72%	72%	Yes	75%
English language learners				
Students with disabilities	44%	30%	No	50%
Economically disadvantaged	47%	50%	Yes	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	134	25%	29%
Students scoring at or above Achievement Level 4	193	36%	38%

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>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	311	64%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	71	55%	55%

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]		1%
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]		0%
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]		0%

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.	141	79%	85%

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	147	57%	58%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

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	62%	77%	Yes	66%
American Indian				
Asian				
Black/African American	40%	51%	Yes	46%
Hispanic	48%	73%	Yes	54%
White	72%	82%	Yes	75%
English language learners				
Students with disabilities	47%	37%	No	52%
Economically disadvantaged	48%	67%	Yes	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		75%
Students scoring at or above Level 7	[data excluded for privacy reasons]		25%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	286	76%	77%
Students in lowest 25% making learning gains (EOC)	44	67%	68%

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.	112	75%	80%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	32%	33%
Students scoring at or above Achievement Level 4	55	22%	25%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	34%	35%
Students scoring at or above Achievement Level 4	106	55%	56%

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]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	118	45%	46%
Students scoring at or above Achievement Level 4	82	31%	32%

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)	6		10
Participation in STEM-related experiences provided for students	250	23%	25%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	457	43%	45%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		93%	95%
Students taking one or more advanced placement exams for STEM-related courses	105	42%	50%
CTE-STEM program concentrators	25		30
Students taking CTE-STEM industry certification exams	6	42%	50%
Passing rate (%) for students who take CTE-STEM industry certification exams		16%	20%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	168	16%	20%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	62	15%	20%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		98%	100%
Students taking CTE industry certification exams	13	16%	20%
Passing rate (%) for students who take CTE industry certification exams		53%	60%
CTE program concentrators	57	34%	50%
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	42	3%	2%
Students in ninth grade with one or more absences within the first 20 days	32	10%	8%
Students in ninth grade who fail two or more courses in any subject	47	16%	10%
Students with grade point average less than 2.0	129	11%	8%
Students who fail to progress on-time to tenth grade	27	9%	5%
Students who receive two or more behavior referrals	10	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	15	1%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	37	0%	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)	241	86%	88%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	76	91%	95%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	7	22%	100%

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

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, published newsletter four times per year, parent booster organizations, and Individualized Program of Study meetings with Parents and Guidance Counselors upon request. Parents serve on the School Advisory Council to assist in decision making for school improvement initiatives. Additionally parents are encouraged, and do, volunteer to assist with athletics, clubs, activities and special events. In the 2012-2013, Santa Fe High School had 235 volunteers. Those volunteers accounted for 13,171 hours. Santa Fe High School's has

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
School Advisory Council	3	23%	25%

Goals Summary

- G1.** Increase Biology EOC by 5%.
- G2.** Increase scores on the FCAT writing test by 25%.

Goals Detail

G1. Increase Biology EOC by 5%.

Targets Supported

- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- District's Pacing Guide, School's Science department.

Targeted Barriers to Achieving the Goal

- Teachers who are teaching the subject for the first time.

Plan to Monitor Progress Toward the Goal

Monitoring Biology Ontrack scores

Person or Persons Responsible

Biology Teachers, APC

Target Dates or Schedule:

Fall, Winter, and Spring occurrence of OnTrack.

Evidence of Completion:

Write down meeting times with teachers in APC's calendar.

G2. Increase scores on the FCAT writing test by 25%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing across the curriculum workshops during teacher work-nights. Teachers will receive a workbook of strategies and instruction on using strategies in their discipline. After attending Common Core Workshops on writing across the curriculum, the English department will spearhead a writing initiative throughout the school. Dr. Curtis will lead these workshops.

Targeted Barriers to Achieving the Goal

- Some teachers choose to work on teacher workdays and will not attend the workshop.

Plan to Monitor Progress Toward the Goal

Checking lesson plans to see if strategies are being used to teach writing within different disciplines.

Person or Persons Responsible

Administrative team

Target Dates or Schedule:

Weekly lesson plan checks

Evidence of Completion:

Comments on lesson plans

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase Biology EOC by 5%.

G1.B1 Teachers who are teaching the subject for the first time.

G1.B1.S1 Experienced teachers mentoring those who may be teaching the subject for the first time.

Action Step 1

Attend Science department meetings to stay abreast of changes or improvements in the teaching of Biology.

Person or Persons Responsible

Science Department Chairperson

Target Dates or Schedule

Beginning of the year

Evidence of Completion

Test scores in June.

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

Students will take the ONtrack test throughout the year to monitor progress.

Person or Persons Responsible

Teachers of Biology

Target Dates or Schedule

Fall, Winter, Spring

Evidence of Completion

Scores on the Ontrack Tests

Plan to Monitor Effectiveness of G1.B1.S1

Biology EOC scores

Person or Persons Responsible

Students scoring higher on the Biology EOC.

Target Dates or Schedule

Biology EOC at end of the year.

Evidence of Completion

Level 3 on student test scores.

G2. Increase scores on the FCAT writing test by 25%.

G2.B1 Some teachers choose to work on teacher workdays and will not attend the workshop.

G2.B1.S1 Supply teachers with the workbook and written notes from training so they can use the strategies in their classes.

Action Step 1

Scheduling workshop for teachers.

Person or Persons Responsible

Dr. Curtis, English Department Chairperson and Susan Zehner, APC

Target Dates or Schedule

October 1st.

Evidence of Completion

Inputting the workshop into ACIIS so teachers can sign up for workshop.

Facilitator:

Dr. Mattie Curtis

Participants:

Delores Oliver, Art Link, Paul Turney, Brittany Honeycutt, Billie Keeler, Jeanne Wallace, Eliana Rossato, Olivia Roberts, Emily Ramkissoo, Cleora Doner, Judy Gardner, Risa Wray, Eleanor Frattino, Chris Salamone, David Doner, MaryBeth Lapointe, Jenny Rodriguez, Nancy Gillman, Tommy Turner, Nate Bisco, Pamela Garcia, Kathy Teal, Jean Brown, Susan Zehner.

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

Planning of mini-session; pulling resources together for workbook for teachers.

Person or Persons Responsible

Dr. Mattie Curtis

Target Dates or Schedule

October 1st

Evidence of Completion

Presentation at workshop of resources and workbook for teachers.

Plan to Monitor Effectiveness of G2.B1.S1

Check lesson plans for strategies being implemented

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Weekly Lesson Plan checks

Evidence of Completion

Comments on lesson plans online to show that administrative team has reviewed them.

G2.B1.S1 Offer additional one-on-one training to teacher during his/her planning period.

Action Step 1

Identifying which teachers did not attend workshop

Person or Persons Responsible

APC-Susan Zehner

Target Dates or Schedule

October 9th

Evidence of Completion

Checklist of teachers who went and listing of those needing materials.

Facilitator:

Susan Zehner

Participants:

Joann Brady, June Camerlengo, Ed Buck, Fran Diven, Garth Davis, Tara Gabriel, Donna Holcomb, Josh Jett, Mary Lederl, Keith Machtinger, Bill McDavid, Mike Ossenbeck, Val Pfister, Sara Rowland, Dave Silva, Sarah Stone, Tommie Turner, Craig Wertz, Bill Wiles.

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

The AP will make sure that teachers not attending the workshop get the materials.

Person or Persons Responsible

Susan Zehner

Target Dates or Schedule

October 9th

Evidence of Completion

Listing of teachers receipt of materials.

Plan to Monitor Effectiveness of G2.B1.S1

Our AP will make sure that teachers not attending the workshop receive training and materials from the Writing across the Curriculum workshop.

Person or Persons Responsible

Susan Zehner

Target Dates or Schedule

Oct. 9th

Evidence of Completion

Teachers will sign for materials.

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

Adult Education: Adult Education is offered to students in the afternoons to help complete Math courses. There are 2 teachers who split the 4 day Adult Ed week, and there are also 2 Math teachers who hold tutoring sessions alongside the AE teachers. Students are identified by their guidance counselor and encouraged to enroll in the program to regain lost credit. The Adult Ed teachers are paid through district funds.

CTE: There are 4 CTE courses offered here at Santa Fe High School. The certificate courses are Agriculture and Biotechnology. The other CTE courses are Carpentry and Cabinet-making and Computing for College and Career. Carl Perkins funds help pay for these programs that reach over 1/2 of our student population. The Biotechnology classes are funded through Race to the Top funds.

Supplemental Academic Instruction: The credit retrieval Option Program is offered to any student who needs to make up credits. Crop is offered during a research period in school and afterschool twice a week for 2 hours. Math tutoring is offered to help students with ACT prep. Crop and Math Tutoring is paid through district funds.

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

ESE Job training: On the job training is provided through our ESE department to students and allows them to learn real world skills.

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.

G2. Increase scores on the FCAT writing test by 25%.

G2.B1 Some teachers choose to work on teacher workdays and will not attend the workshop.

G2.B1.S1 Supply teachers with the workbook and written notes from training so they can use the strategies in their classes.

PD Opportunity 1

Scheduling workshop for teachers.

Facilitator

Dr. Mattie Curtis

Participants

Delores Oliver, Art Link, Paul Turney, Brittany Honeycutt, Billie Keeler, Jeanne Wallace, Eliana Rossato, Olivia Roberts, Emily Ramkissoon, Cleora Doner, Judy Gardner, Risa Wray, Eleanor Frattino, Chris Salamone, David Doner, MaryBeth Lapointe, Jenny Rodriguez, Nancy Gillman, Tommy Turner, Nate Bisco, Pamela Garcia, Kathy Teal, Jean Brown, Susan Zehner.

Target Dates or Schedule

October 1st.

Evidence of Completion

Inputting the workshop into ACIIS so teachers can sign up for workshop.

G2.B1.S1 Offer additional one-on-one training to teacher during his/her planning period.

PD Opportunity 1

Identifying which teachers did not attend workshop

Facilitator

Susan Zehner

Participants

Joann Brady, June Camerlengo, Ed Buck, Fran Diven, Garth Davis, Tara Gabriel, Donna Holcomb, Josh Jett, Mary Lederl, Keith Machtinger, Bill McDavid, Mike Ossenbeck, Val Pfister, Sara Rowland, Dave Silva, Sarah Stone, Tommie Turner, Craig Wertz, Bill Wiles.

Target Dates or Schedule

October 9th

Evidence of Completion

Checklist of teachers who went and listing of those needing materials.

Appendix 2: Budget to Support School Improvement Goals