



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Professional & Technical High School

501 SIMPSON RD
Kissimmee, FL 34744
407-518-5407
www.osceola.k12.fl.us

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 62%
Alternative/ESE Center No	Charter School No	Minority Rate 88%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
---------------------	---------------------	---------------------	---------------------

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	13
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
Part III: Coordination and Integration	24
Appendix 1: Professional Development Plan to Support Goals	25
Appendix 2: Budget to Support Goals	26

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

Professional & Technical High School

Principal

Paula Evans

School Advisory Council chair

Ian Wasser

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

Name	Title
Kelly Rodgers	Assistant Principal
Deb Tremblay	Reading Coach
Beth McKenna	LRS
Karen Gill	Career Specialist
Doris Vazquez	ESE
Rob Merrill	Guidance
Cheryl Smith	Guidance

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

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

Currently, the membership of the SAC committee is seeking new members. Ian Wasser is the SAC Chair and Karen Pruitt is acting secretary.

Involvement of the SAC in the development of the SIP

SAC Chair, Ian Wasser, sits on the School Improvement planning committee.

Activities of the SAC for the upcoming school year

Monthly meetings, approval of School Improvement Plan, involvement of parents and students in school improvement.

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

No funds are available at this time.

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

Not In Compliance

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

Class officers will be required to attend SAC meetings once a quarter as a responsibility of their office. We are considering changing the times of the SAC meeting to allow more parents to attend and participate.

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**

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Paula Evans**

Principal

Years as Administrator: 17

Years at Current School: 0

Credentials

Bachelor's degree Physical Education
Master's degree in Educational Leadership

Performance Record**Kelly Rodgers**

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

Bachelor's Degree in Elementary Education and Deaf Education,
Master's Degree in Educational Leadership

Performance Record

N/A

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Deb Tremblay		
Full-time / School-based	Years as Coach: 8	Years at Current School: 5
Areas	Reading/Literacy, RtI/MTSS	
Credentials	BA in English Literature M.Ed in Reading Education	
Performance Record	Over a five-year span as an instructional coach, student achievement in reading and writing has increased. The percentage of students scoring a level 3 or above increased from 60% to 78%, the percentage of students making learning gains in reading increased from 59% to 82% and the percentage of students in the lowest quartile who made learning gains in reading increased from 56% to 92%.	

Beth McKenna		
Full-time / School-based	Years as Coach: 7	Years at Current School: 7
Areas	Mathematics, Science, Data, Other	
Credentials	BS in Elementary Education with a minor in Reading MA in Math Education Certifications: ESOL, Elementary Education 1-6, Gifted Endorsement, Reading Endorsement	
Performance Record	Over a five-year span as an instructional coach, student achievement in reading and writing has increased. The percentage of students scoring a level 3 or above increased from 60% to 78%, the percentage of students making learning gains in reading increased from 59% to 82% and the percentage of students in the lowest quartile who made learning gains in reading increased from 56% to 92%.	

Classroom Teachers

of classroom teachers

32

receiving effective rating or higher

32, 100%

Highly Qualified Teachers

97%

certified in-field

31, 97%

ESOL endorsed

18, 56%

reading endorsed

7, 22%

with advanced degrees

22, 69%

National Board Certified

3, 9%

first-year teachers

0, 0%

with 1-5 years of experience

5, 16%

with 6-14 years of experience

20, 63%

with 15 or more years of experience

7, 22%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

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

Currently, we do not have any openings at our school.

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

We do not have any teachers who are new to the school or are beginning teachers. However, new teachers would participate in the Highly Effective Teacher series. New teachers would also be paired with and monitored by a mentor.

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

Weekly, we track students who are identified in our Early Warning System for discipline, grades and attendance. The students identified are referred to the MTSS/Rtl committee monitor and put interventions tailored to the needs of individual students.

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

Rob Merrill - provides guidance support
Kelly Rodgers - track discipline, grades and attendance
Ian Wasser - development of Advisor/Mentor/Mentee program
Deb Tremblay - provides academic support
Doris Vazquez - provides academic and ESE support

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

The leadership team discusses progress of the effectiveness of the interventions in place from the MTSS/Rtl committee and offers suggestions or plans for improvement, when necessary.

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

Principal Viewer - track grades and attendance
FCAT/EOC scores - Pearson
ODMS - Early Warning System, track discipline

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

Parents are notified by contract and phone calls if their child is placed on contract. Parents are informed of the MTSS/Rtl committee's progress at monthly SAC meetings; trends are highlighted along with general strategies used to increase desired behaviors.

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: 720

After school tutoring for SAT and ACT prep.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student attendance and progress is monitored in class by the teachers.

Who is responsible for monitoring implementation of this strategy?

Nanci Brilliant

Literacy Leadership Team (LLT)

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

Name	Title
Deb Tremblay	Literacy Coach
Michele Samuelson	Reading Teacher
Debi Duggar	Reading/English Teacher
Stephanie Middleton	Social Studies Teacher
Quinta Boudreaux	Math Teacher
Beth McKenna	Learning Resource Specialist

How the school-based LLT functions

The team meets a minimum once a quarter and additionally as needed. The team initiates, develops, organizes and implements school-wide literacy events. The team is responsible for selecting the required summer reading books.

Major initiatives of the LLT

The team will continue to develop school-wide literacy events that focus on initiatives and strategies to utilize common core shifts and curriculum.

Every Teacher Contributes to Reading Instruction

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

This school year, we are focused on developing the Common Core shifts in every academic classroom. Once a month, the staff participates in a learning module focusing on an academic shift. During the following weeks, departments and PLCs meet to discuss and share ways they have incorporated the shift into their classroom instruction. The administration and instructional coaches monitor implementation in the classroom and offer suggestions and support through weekly, non-evaluative walk-throughs. Professional development will be provided as needed.

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 courses are based on the career and technical programs in which the students are enrolled.

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

Student course selections are based around their acceptance into a career and technical program. The academics and elective courses are based upon supporting each student to graduate with their high school diploma as well as an industry certification.

Strategies for improving student readiness for the public postsecondary level

According to the High School Feedback Report, our students have outscored the state and district in every category except the number of FL Academic Scholars and the percent of 2011 graduates who completed at least one level 3 high school science course. This year, through our guidance department, we are making sure that seniors are aware of the requirements for Bright Futures and know the many post-secondary options available to them.

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	78%	78%	Yes	81%
American Indian				
Asian	83%		No	85%
Black/African American	76%	67%	No	78%
Hispanic	78%	78%	Yes	80%
White	85%	95%	Yes	87%
English language learners	70%	50%	No	73%
Students with disabilities	58%	67%	Yes	63%
Economically disadvantaged	78%	76%	No	80%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	141	32%	45%
Students scoring at or above Achievement Level 4	165	47%	50%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)		92%	95%

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)	12	100%	90%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	100%	90%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	100%	90%

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.	122	81%	90%

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	169	87%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	90%	90%	Yes	91%
American Indian				
Asian				
Black/African American	81%	78%	No	83%
Hispanic	93%	89%	No	94%
White	92%	98%	Yes	93%
English language learners	93%	83%	No	93%
Students with disabilities				
Economically disadvantaged	90%	90%	Yes	91%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)		84%	90%

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.	122	81%	90%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	56%	50%
Students scoring at or above Achievement Level 4	42	36%	45%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	45%	50%
Students scoring at or above Achievement Level 4	29	31%	35%

Area 4: Science**High School Science****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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	41%	38%
Students scoring at or above Achievement Level 4	49	54%	60%

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)	1		2
Participation in STEM-related experiences provided for students	167	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	
Students taking one or more advanced placement exams for STEM-related courses	0	0%	
CTE-STEM program concentrators	0		
Students taking CTE-STEM industry certification exams	0	0%	
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	520	75%	80%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams		73%	
CTE program concentrators			
CTE teachers holding appropriate industry certifications	26	100%	100%

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	6	3%	0%
Students in ninth grade with one or more absences within the first 20 days	45	25%	10%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	53	30%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	3	2%	0%

Graduation

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

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

SAC will be in compliance with Section 1114(b)(1). Encourage more parents to attend and participate in SAC. We will present information on college-readiness, the different technical programs, FASFA, etc.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will be equally represented at SAC.	4		

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** Increase reading scores on the FCAT 2.0.
- G2.** Increase scores on the SAT and ACT.

Goals Detail

G1. Increase reading scores on the FCAT 2.0.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Reading Coach
- Tutoring on Saturdays
- Before, during and after-school tutoring
- Full-year reading instruction for level 1 and level 2 students

Targeted Barriers to Achieving the Goal

- Few teachers with a reading endorsement

Plan to Monitor Progress Toward the Goal

Implementation of reading strategies in all content areas

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Data chats, walk-throughs, PLCs, informal and formal observations, FCAT 2.0 Reading scores

G2. Increase scores on the SAT and ACT.

Targets Supported

- Algebra 1 EOC
- Geometry EOC
- CTE

Resources Available to Support the Goal

- Waivers for students on free/reduced lunch
- Tutoring on Saturdays
- Research class - SAT/ACT prep
- SAT Question of the Day - as bell work, online, or as an App
- Collegeboard.com - offers SAT practice, information for the parents and students to make post-secondary choices, analyzes PSAT test data
- Guidance Department - Karen Gill, Rob Merrill, Cheryl Smith
- PLATO access for students to do ACT/SAT Prep at home
- School website - links to SAT/ACT information, college-bound link with accessibility to post-secondary resources for both parents and students

Targeted Barriers to Achieving the Goal

- Communication to students/parents about available resources
- Students who are first generation to go to college. Families have a limited knowledge of college entrance requirements and processes.

Plan to Monitor Progress Toward the Goal

Increase communication with parents.

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Increase of SAT/ACT scores and increased involvement by parents and students at events.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase reading scores on the FCAT 2.0.

G1.B3 Few teachers with a reading endorsement

G1.B3.S1 All teachers will attend the Common Core Module Shifts monthly

Action Step 1

Common Core Module Shifts

Person or Persons Responsible

All teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chats and sharing instructional practices with administration and PLCs

Facilitator:

Paula Evans

Participants:

All teachers

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

Implementation of Common Core shifts

Person or Persons Responsible

All teachers

Target Dates or Schedule

Through-out the year

Evidence of Completion

Data chats, walk-throughs, PLCs, informal and formal observations

Plan to Monitor Effectiveness of G1.B3.S1

Implementation of reading strategies (Common Core shifts) in all content areas

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Data chats, walk-throughs, PLCs, informal and formal observations, FCAT 2.0 Reading scores

G2. Increase scores on the SAT and ACT.

G2.B1 Communication to students/parents about available resources

G2.B1.S1 School will provide communication via social media (i.e. Twitter), school website and school newsletter. School will use IRIS to notify parents of upcoming events like SAC and college nights.

Action Step 1

Increase communication with parents.

Person or Persons Responsible

Office Staff, Leadership Team, Leadership/Research Classes

Target Dates or Schedule

On-going

Evidence of Completion

Increase of SAT/ACT scores and increased involvement by parents and students at events.

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

Increase communication with parents.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Increase of SAT/ACT scores and increased involvement by parents and students at events.

Plan to Monitor Effectiveness of G2.B1.S1

Increase communication with parents.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Increase of SAT/ACT scores and increased involvement by parents and students at events.

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

After-school ACT/SAT tutoring will be funded with Supplemental Academic Instruction (SAI) funds. There is a disconnect between our FCAT scores and ACT/SAT scores. Our school is scoring below the state, on average. We will use the tutoring to support students who still need to take or receive a college-ready score.

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 reading scores on the FCAT 2.0.

G1.B3 Few teachers with a reading endorsement

G1.B3.S1 All teachers will attend the Common Core Module Shifts monthly

PD Opportunity 1

Common Core Module Shifts

Facilitator

Paula Evans

Participants

All teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chats and sharing instructional practices with administration and PLCs

Appendix 2: Budget to Support School Improvement Goals