



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Countryside High School

3000 STATE ROAD 580

Clearwater, FL 33761

727-725-7956

<http://www.countryside-hs.pinellas.k12.fl.us/>

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 38%
Alternative/ESE Center No	Charter School No	Minority Rate 35%

School Grades History

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

Countryside High School

Principal

Gerald Schlereth M

School Advisory Council chair

Micahel Pate

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

Name	Title
Gary Schlereth	Principal
Frederick Whitaker	Assistant Principal
Diana Springer	Teacher
William Zaffiri	Teacher
Corso-Edgar	Teacher
Sharon Buckman	Teacher
Micahel Fresia	Teacher
Shannon Akerman	Guidance Counselor
Tony Atherholt	Teacher
Meredith McGlamery	Teacher
Greg Zornes	Assistant Principal
Kristen Clausen	Assistant Principal
MaryBeth Williams	Assistant Principal
Michelle Carter	Social Worker
Cecil Turner	Teacher
Ute Bennett	VE Specialist
Heather Boylan	ESE Teacher
Kim Florio	Teacher

District-Level Information

District

Pinellas

Superintendent

Dr. Michael A Grego

Date of school board approval of SIP

9/23/2013

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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The School Advisory will be involved in the approval of the SIP Plan.

Activities of the SAC for the upcoming school year

The School Advisory will be involved in the approval of the SIP Plan and problem solving ongoing operational issues that the school faces throughout the school year. The School Advisory Council will also be involved in back to school night and freshman orientation.

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

Funds are utilized through SAC upon request for funding from staff.

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

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Gerald Schlereth M

Principal

Years as Administrator: 19

Years at Current School: 10

Credentials

B.S Health/Physical Education M. Ed. Health/Physical Education
30 Hours in Educational Leadership above Masters
Certifications: Biology 6-12 Physical Education 6-12

Performance Record

2004-D-AYP-No 46% learning gains reading, 70% math, L25 43% in reading
2005-B AYP-No 54% learning gains reading, 75% in math, L25 56% reading
2006-B AYP-No 50% learning gains reading, 74% in math, L25 49% reading
2007-C AYP-No 55% learning gains reading, 73% in math, L25 53% reading
2008-C AYP-No 55% learning gains reading, 75% in math, L25 45% reading
2009-D AYP-No 50% learning gains reading, 71% in math, L25 44% reading
2010- AYP-No, 51% learning gains reading, 76% in math, L25 38% reading
2011-AYP-No, 53% learning gains reading, 81% math, L25 42% reading, 73% math, School grade B
2012- 62% learning gains reading, 63% math, L25 66% reading, 71% math, School grade A
2013-68% learning gains reading L25%, 65% reading gains, 66% learning gains math eoc, L25% math 58% learning gains., school grade pending

Frederick Whitaker

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Bachelors of Science in Business Distributive Education
Masters in Educational Leadership
Certifications is Business Technology 6-12 and Educational Leadership K-12

Performance Record

2012-AYP, 62% learning gains reading, 63% math, L25 66% reading, 71% math, school grade A
2013-68% learning gains reading L25%, 65% reading gains, 66% learning gains math eoc, L25% math 58% learning gains., school grade pending

Mary Beth Williams		
Asst Principal	Years as Administrator: 3	Years at Current School: 1
Credentials	Masters, Educational Leadership Certification: Math, Ed. Leadership	
Performance Record	2012-AYP, 62%learning gains reading, 63%math, L25 66% reading, 71% math, school grade A 2013-68% learning gains reading L25%, 65% reading gains, 66% learning gains math eoc, l25% math 58% learning gains., school grade pending	

Greg Zornes		
Asst Principal	Years as Administrator: 7	Years at Current School: 0
Credentials	BA in Psychology, Bowling Green St University, 1977 MA Curriculum and Instruction, USF, 1988 Certification in secondary Math, USF, 1983 Certification in Ed Leadership, USF, 1991	
Performance Record	Northeast HS 13 TBA, 12 C, 11 B, 10 A, 09, 06, 05, 03, 02, 01 C; 08, 07, 04 D	

Kristen Clausen		
Asst Principal	Years as Administrator: 1	Years at Current School: 0
Credentials	BS in Education (Ohio University, 2004), MEd in Educational Leadership (Argosy University, 2009)	
Performance Record	2013-Reading: 61%, Math: 61%, Writing: 65%, Science: 52%, Annual Learning Gains Reading: 64%, Annual Learning Gains Math: 70%, Lowest 25% Reading: 62%, Lowest 25% Math: 61%	

Instructional Coaches

# of instructional coaches	0
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

na		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials	In 2012-2013 school year we had a reading coach, however this year our reading coach has moved to different position in the county and we do not know who will be the replacement at this point.	

Performance Record

Classroom Teachers

# of classroom teachers	131
# receiving effective rating or higher	0, 0%
# Highly Qualified Teachers	98%
# certified in-field	128, 98%
# ESOL endorsed	14, 11%
# reading endorsed	15, 11%
# with advanced degrees	55, 42%
# National Board Certified	8, 6%
# first-year teachers	5, 4%
# with 1-5 years of experience	22, 17%
# with 6-14 years of experience	46, 35%
# with 15 or more years of experience	56, 43%

Education Paraprofessionals

# of paraprofessionals	1
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Highly Qualified

1, 100%

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

Administrative team is responsible for recruiting and retaining highly qualified staff through team collaboration and the new teacher mentoring program. Our goal is to obtain the most qualified and effective teachers who have similar educational values and philosophies that correspond to Countryside High Schools Mission and Vision.

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 program includes:

- Observation of mentee's instruction and providing feedback
- Planning lessons with mentee
- Connecting lesson activities to content standards
- Discussing student progress and analyzing student work
- Modeling or co-teaching lessons
- Weekly mentor meetings

Pairings are based properly matching the new teachers' subject area and needs to our mentors' strengths. Current mentor and mentee assignments are as follows (to be updated at the start of 2013 school year):

Mentor Mentee

Ute Bennett Catherine Daum

Heather Boylan Aleksandra Sycz

District/Roemarie O'Donnel Kevin Prina

District Mentor/Heather Boylan/Ute Bennett Fitzpatrick Saint Louis

District/Fred Whitaker Fred Friedman

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

- Data will be monitored and collected through walk throughs to determine additional intervention strategies and to utilize for focus in professional development and AP/teacher conference sessions.
- Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month),
- Administrators will work with teachers and through lesson studies to determine if the lesson:
 - a. Is aligned with a course standard or benchmark and to the district/school pacing guide
 - b. Begins with a discussion of desired outcomes and learning goals
 - c. Includes a learning goal/essential question
 - d. Includes teacher explanation of how the class activities relate to the learning goal and to answering

the essential question

- e. Focuses and/or refocuses class discussion by referring back to the learning goal/essential question
- f. Includes a scale or rubric that relates to the learning goal is posted so that all students can see it
- g. Teacher reference to the scale or rubric throughout the lesson
- h. Includes student progress tracking and monitoring.

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

The MTSS team members were involved in writing the School Improvement Plan. Data and possible solutions were shared and discussed for implementation school wide. Priority concerns were addressed about school wide achievement. Several school wide strategies were discussed; the MTSS team decided on a research-based strategy with several applications across all curriculum areas. Each of the major subject areas on this School Improvement Plan, English, Math, Science, Social Studies, and Writing, implemented the same strategies across curriculum.

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

Monthly revisit SIP and MTSS goals to ensure goals established in SIP are being met. Data from walkthrough will help the leadership team ensure these goals are being followed, to what extent, and which areas we need additional support.

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

FCAT scores from 2011/2012 for Countryside High and FAIR testing results determined the Tier one and Tier two strategies. Attendance and discipline data, ESE assessment results, and student failure rates determine the strategies for Tier three. Progress monitoring of the data is ongoing, with a data review calendar utilized.

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

The MTSS leadership team shares the information and processes with Department chairs, who then share with their staff through Department and PLC meetings. The Discipline Committee continues to work closely with the MTSS team; they continue to implement the School Wide Behavior Plan. The instructional staff receives routine training and updates of MTSS processes at monthly faculty meetings and during scheduled Pro-Ed Days and School Improvement training days.

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

This year we will implement:

- FCAT tutoring in reading and math for 3 hours per day Monday-Thursday.
- ELP will be offered Monday-Thursday 3 hours per day.
- Summer school will be offered through July 24, 2014.

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?

Student attendance will be collected daily. Those students will be tracked to ensure that progress is being made.

Who is responsible for monitoring implementation of this strategy?

Guidance and administrative team.

Literacy Leadership Team (LLT)

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

Name	Title
MaryBeth Williams	Assistant Principal
Kristen Clausen	Assistant Principal
Diana Garrett	Teacher
April Watson	Teacher
Andrew Lieb	Teacher
Alice Turnier	Teacher
Fred Whitaker	Assistant Principal
Ute Bennett	VE Specialist
Greg Zornes	Assistant Principal
Gary Schlereth	Principal
Cindy Herndon	Teacher
Margaret Trautwein	Teacher
Stephen Leo	Teacher
Pete Peterson	Media Specialist

How the school-based LLT functions

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
 - Support for instructional skills to improve reading comprehension
 - o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
 - o Providing scaffolding that does not preempt or replace text reading by students
 - o Developing and asking text dependent questions from a range of question types
 - o Emphasizing students supporting their answers based upon evidence from the text
 - o Providing extensive research and writing opportunities (claims and evidence)
 - Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
- The district will provide training and tools for Literacy Leadership Teams.

Major initiatives of the LLT

- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Every Teacher Contributes to Reading Instruction

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

- Administrators ensure content area reading is taking place through regular walk throughs (average of 25 per administrator per week). Data is collected through school based walkthrough form to determine what strategies are being utilized.
- Lesson plans are checked regularly by administrators, they are due formally once per month for a week worth of plans, and must be available upon administrators request at any time.
- Reading coach works with teachers to help with reading strategies in all content areas.
- Professional development implemented during PLC's and staff meetings for content area reading.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

- We help students see the relationship between subjects and relevance to their future through our academy programs of CCT and ISTEM, as well as our Television Production program. Through these programs students' select academic paths in which they choose courses appropriately aligned to their area of study. The students work with their parents, administrator and guidance counselors in selecting appropriate course work that is aligned to their program of study and their interests. Teachers within the program and school work together to develop cross curricular projects.
- Students are provided with an array of course offerings that have applicable skills directly relating to various post-secondary training.
- Applied and integrated courses are found extensively in our schools' Center of Excellence program.

Within the Center of Excellence, students are required to take multiple integrated courses each year.

- Teachers use a daily common board configuration to identify learning targets for students and how it is relevant in their daily lives.

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, administrators and teachers, work with students in informing them of class descriptions, promoting classes that align to students' interests. During freshman nights and middle school articulation events guidance and teachers present incoming freshman and current 8th graders with class information and show student examples of class work and projects. Guidance and administration also make it a priority to get to know the students and their post-secondary plans to ensure they make the most appropriate class selection when completing their course request.
- Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year.
- Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as student's progress through high school.
- Students have the ability to take a transitions course into and out of high school where transition skills are developed and career planning takes place.

Strategies for improving student readiness for the public postsecondary level

The School Based Leadership Team analyzes the High School Feedback Report each year to determine strengths, weaknesses and problem solve gaps in data. Since the data is lagging by two years, it is sometimes difficult to quickly affect change. Some current and previous strategies used to increase post-secondary readiness include: implementation and increased use of the AVID program; increased participation in advanced coursework; establishment and expansion of Centers of Excellence; increased participation in ACT, CPT, and SAT exams; improved articulation with local colleges and postsecondary institutions; and participation in partnerships with St. Petersburg College.

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	64%	56%	No	68%
American Indian				
Asian	60%	48%	No	64%
Black/African American	41%	30%	No	47%
Hispanic	47%	40%	No	52%
White	72%	64%	No	75%
English language learners	21%	7%	Yes	29%
Students with disabilities	43%	17%	No	48%
Economically disadvantaged	48%	38%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	134	24%	28%
Students scoring at or above Achievement Level 4	176	32%	35%

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>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	362	65%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	75%

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)	56	55%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	21%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	42	43%	52%

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.	32	89%	95%

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		71%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	54%	54%	No	59%
American Indian				
Asian				
Black/African American	34%	34%	No	41%
Hispanic	45%	45%	No	51%
White	60%	60%	No	64%
English language learners	47%	47%	No	52%
Students with disabilities	43%	43%	No	49%
Economically disadvantaged	48%	48%	No	53%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		66%	72%
Students in lowest 25% making learning gains (EOC)		58%	71%

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.	32	74%	85%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	144	30%	40%
Students scoring at or above Achievement Level 4	22	5%	15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	130	27%	37%
Students scoring at or above Achievement Level 4	164	34%	44%

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]	25%
Students scoring at or above Level 7		[data excluded for privacy reasons]	75%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	182	33%	40%
Students scoring at or above Achievement Level 4	178	33%	40%

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)	5		
Participation in STEM-related experiences provided for students	0		

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	479	24%	30%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	139	90%	90%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		90%	90%
Students taking CTE industry certification exams	139	85%	90%
Passing rate (%) for students who take CTE industry certification exams		85%	90%
CTE program concentrators	3		
CTE teachers holding appropriate industry certifications	4		

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	653	27%	10%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	471	19%	10%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
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)	421	80%	88%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	34	54%	60%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	54	53%	65%

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

- School wide focus for teachers to stay in continual communication with parents. Focus on teacher making parent contact both positive and negative, and providing regular information regarding their classes. Administrators will monitor this through weekly walk through and note parental involvement levels on teacher appraisals.
- Require teachers to utilize the Parent Communication Log on portal when making their regular contacts to parents.
- Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress
- Collect data from Focus to determine level of portal logins
- Administrators assess teachers level of parent communication through evaluation tools
- Collect data from Focus to determine number of volunteer hours and areas of volunteerism.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets**Additional targets for the school**

Goal 6:

- Black students scoring level 3 and higher on FCAT reading will increase from 30% to 36%
 - Black students scoring level 3 and higher in Math EOC will increase 7 points.
- Action Plans (strategies) to Accomplish Goal 6 (reduce or eliminate barriers)
- Differentiate instruction-Content materials are differentiated by student interest, cultural background, prior knowledge of content and skill level.
 - Content materials are appropriately scaffolded to meet the needs of diverse learners.
 - Teacher to provide small group instruction to target specific learning needs.
 - Infusion of AVID strategies across all content areas
 - Set and communicate a purpose for learning and learning goals in each lesson to include continual student tracking of progress.

Plan to Implement Action Plans:

- Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers.
- Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
- Administrators will work with teachers and through lesson studies to determine if the lesson:
 - a. Is aligned with a course standard or benchmark and to the district/school pacing guide
 - b. Begins with a discussion of desired outcomes and learning goals
 - c. Includes a learning goal/essential question
 - d. Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question
 - e. Focuses and/or refocuses class discussion by referring back to the learning goal/essential question
 - f. Includes a scale or rubric that relates to the learning goal is posted so that all students can see it
 - g. Teacher reference to the scale or rubric throughout the lesson
 - h. Includes student progress tracking and monitoring.

Goal 7:

- There will be an increase in black student engagement
- Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)
- Decrease the % of black students receiving referrals, and receiving in school and out of school suspensions.
 - o There were 170 suspensions for black students in 2012-2013 school year. This represents 24% of the total suspensions.

Action Plans (strategies) to Accomplish Goal 7 (reduce or eliminate barriers)

- Positive behavior support system: ROCK program, mentoring programs, recognition programs through MTSS and Freshman Academy.

Plan to Implement Action Plans:

- Expectations are clearly and positively defined
- Behavioral expectations are taught and reviewed with all students and staff
- Appropriate behaviors are acknowledged
- Behavioral errors are proactively corrected
- A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted

Goal 8:

- Increase graduation rate of:

- o Black students
- o At risk students
- o All students

Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)

- 2011-2012 graduation rate=83%
- 2012-2013 graduation rate=80% as of 7/31/13
- o 2014 goal=85% graduation rate
- 2012-2013 black graduation rate=79% as of 7/31/13
- o 2014 goal=85% graduation rate

Possible Data Sources to Measure Goal 8:

- Decision Ed, Portal

Action Plans (strategies) to Accomplish Goal 8 (reduce or eliminate barriers)

- Guidance and administration communicate regularly graduation requirements for students. Providing the updated information to parents as well.
- Post graduation requirements on the school website, in student areas throughout the school, in the student planners, during freshman orientations, utilize back to school night to convey graduation requirements.
- Guidance and 12th grade AP work with seniors from the start of the school year to be placed in credit recovery classes and grade forgiveness classes to increase GPA and or make up credits necessary to graduate.

Plan to Implement Action Plans:

- Guidance, DMT, and administration regularly monitor and assess the at risk graduation cohort report ensuring all students have the necessary interventions to graduate.
- Continual monitoring of students behavior, attendance and performance to identify at risk student for interventions.
- Monitor dropout data, attendance rates, assessment scores, class performance- (obtained via FOCUS)

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Reading Goals: • Decrease number of students in Read180 classes. This indicates students are progressing through their remediation and their reading scores have progressed pass the necessary threshold to move forward. • Decrease length of time stud

Goals Detail

G1. Reading Goals: • Decrease number of students in Read180 classes. This indicates students are progressing through their remediation and their reading scores have progressed pass the necessary threshold to move forward. • Decrease length of time stud

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- • SIP funds can be utilized to create positive support systems in the school to increase student and teacher motivation • Use of technology to keep parents informed regarding their child's progress and behavior • Student mentoring programs • Peer mediation • Athletic and club

participation • Creating positive and safe educational environment • Adhering to the school values • Work together as a team towards one common goal-student success.

Targeted Barriers to Achieving the Goal

- Change in funding for ELP and tutoring
- Poor student attendance
- Lack of completion of credit recovery classes by students
- Poor student behavior
- Lack of student motivation
- Teachers not able to motivate students enough
- Lack of parental support
- Lack of support in implementing school wide reading and writing initiatives.
- Lack of knowledge in differentiated instruction, common core standards, AVID strategies.
- Lack of or instability of resources

Plan to Monitor Progress Toward the Goal

Administrative team will monitor walkthrough data via our school based data collection tool, weekly to determine the level of implementation of SIP strategies. Those areas in need of improvement and areas of commendation will be relayed to teachers throu

Person or Persons Responsible

administrative team

Target Dates or Schedule:

weekly, monthly

Evidence of Completion:

Administrative team will monitor walkthrough data via our school based data collection tool, weekly to determine the level of implementation of SIP strategies. Those areas in need of improvement and areas of commendation will be relayed to teachers through faculty meetings, conferences and professional development. Guidance and administration will monitor and analyze involvement in ELP programs and mentoring programs. Student data will be analyzed to draw correlations and effectiveness between strategies and progress. Teacher data will be monitored by AP's and Principal weekly, student data will be monitored by teachers, guidance counselors, and AP's each 6 weeks for progress and weekly for attendance.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Reading Goals: • Decrease number of students in Read180 classes. This indicates students are progressing through their remediation and their reading scores have progressed pass the necessary threshold to move forward. • Decrease length of time stud

G1.B1 • Change in funding for ELP and tutoring • Poor student attendance • Lack of completion of credit recovery classes by students • Poor student behavior • Lack of student motivation • Teachers not able to motivate students enough • Lack of parental support • Lack of support in implementing school wide reading and writing initiatives. • Lack of knowledge in differentiated instruction, common core standards, AVID strategies. • Lack of or instability of resources

G1.B1.S1 1. Work together as a team towards one common goal-student success. 2. Creating positive and safe educational environment 3. SIP funds can be utilized to create positive support systems in the school to increase student and teacher motivation 4. Use of

Action Step 1

Administrative team will collaborate to develop training dates and times. Admin team will identify staff members to conduct professional development throughout the year as well.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Administrative team will monitor walkthrough data via our school based data collection tool, weekly to determine the level of implementation of SIP strategies. Those areas in need of improvement and areas of commendation will be relayed to teachers through faculty meetings, conferences and professional development. Guidance and administration will monitor and analyze involvement in ELP programs and mentoring programs. Student data will be analyze to draw correlations and effectiveness between strategies and progress.

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

Administrative team will monitor walkthrough data via our school based data collection tool, weekly to determine the level of implementation of SIP strategies. Those areas in need of improvement and areas of commendation will be relayed to teachers throu

Person or Persons Responsible

Administrative team

Target Dates or Schedule

weekly,monthly

Evidence of Completion

Administrative team will monitor walkthrough data via our school based data collection tool, weekly to determine the level of implementation of SIP strategies. Those areas in need of improvement and areas of commendation will be relayed to teachers through faculty meetings, conferences and professional development. Guidance and administration will monitor and analyze involvement in ELP programs and mentoring programs. Student data will be analyzed to draw correlations and effectiveness between strategies and progress. Teacher data will be monitored by AP's and Principal weekly, student data will be monitored by teachers, guidance counselors, and AP's each 6 weeks for progress and weekly for attendance.

Plan to Monitor Effectiveness of G1.B1.S1

Administrative team will monitor walkthrough data via our school based data collection tool, weekly to determine the level of implementation of SIP strategies. Those areas in need of improvement and areas of commendation will be relayed to teachers throu

Person or Persons Responsible

administrative team

Target Dates or Schedule

weekly, monthly, annual

Evidence of Completion

Administrative team will monitor walkthrough data via our school based data collection tool, weekly to determine the level of implementation of SIP strategies. Those areas in need of improvement and areas of commendation will be relayed to teachers through faculty meetings, conferences and professional development. Guidance and administration will monitor and analyze involvement in ELP programs and mentoring programs. Student data will be analyzed to draw correlations and effectiveness between strategies and progress. Teacher data will be monitored by AP's and Principal weekly, student data will be monitored by teachers, guidance counselors, and AP's each 6 weeks for progress and weekly for attendance.

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

Our wellness program will be headed up by our wellness coordinator Anita Steers. Wellness initiatives will be voted on by the staff and implemented by our wellness coordinator.

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.

Appendix 2: Budget to Support School Improvement Goals