

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

School: Lawton Chiles High School
District: 37 - Leon
Principal: Joseph Burgess
SAC Chair: Kim Beaty
Superintendent: Mr. Jackie Pons
School Board Approval Date: 11/11/2013
Last Modified on: 10/01/2013

Address:	<u>Physical</u> 7200 LAWTON CHILES LN Tallahassee, FL 32312	<u>Mailing</u> 7200 LAWTON CHILES LN Tallahassee, FL 32312
Phone Number:	8504881756	
Web Address:		
Email Address:		

School Type:	High School			
Alternative/ESE:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	8%			
Minority:	21%			
School Grade History:	<u>2012-13</u> PENDING	<u>2011-12</u> A	<u>2010-11</u> A	<u>2009-10</u> A

NOTE

Sections marked N/A in the online application have been excluded from this document.
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status	
School Information	
School-Level Information	
School Lawton Chiles High School	
Principal's name Joseph Burgess	
School Advisory Council chair's name Kim Beaty	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Joe Burgess	Principal
Calli Pickens	Assistant Principal
Paul Lambert	Assistant Principal
JP Swope	Assistant Principal
District-Level Information	
District Leon	
Superintendent's name Mr. Jackie Pons	
Date of school board approval of SIP 11/11/2013	
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).	
Describe the membership of the SAC including position titles Kim Beaty-SAC Chairperson Karen Mercer-SAC Secretary	
Describe the involvement of the SAC in the development of this school improvement plan The draft of our school improvement plan was presented at a public forum before our Open House on Tuesday, September 17, 2013. In addition, input was given by our SAC at our first meeting on Tuesday, September 24, 2013.	
Describe the activities of the SAC for the upcoming school year The School Advisory Council meets monthly as needed. Agendas are comprised of sharing information regarding the school and current activities. District Advisory Council representatives share information from our district meetings, as well.	
Describe the projected use of school improvement funds and include the amount allocated to each project The beginning balance is \$19, 039.08. \$15039.08 is allocated to be used for learning communities (training, resources, subs). \$2000.00 will be used for non-instructional staff (training, resources). \$2000.00 will be used for student incentives.	
Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below In Compliance	
If no, 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

Administrators 4

Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:**Joseph Burgess**

Principal Years as Administrator: 8 Years at Current School: 2

Credentials BS- Social Sciences, FSU
MS-Educational Leadership/Administration
Florida Teaching Certification-School Principal, Social Science

Performance Record 2012-13-Grade
2011-12-Grade A
2010-11-Grade A
2009-10-Grade A
2008-09-Grade A
2007-08-Grade A
2006-07-Grade A
2005-06-Grade A

Paul Lambert

Asst Principal Years as Administrator: 3 Years at Current School: 3

Credentials BS-Carson-Newman
MS-University of TennesseeFlorida Teaching Certification-Educational
Leadership/Administration

Performance Record 2012-13-Grade
2011-12-Grade A
2010-11-Grade A

Calli Pickens

Asst Principal Years as Administrator: 12 Years at Current School: 12

Credentials BS-English Education, FSU
MS-Educational Leadership/Administration
Florida Teaching Certification-School Principal, Guidance and
Counseling, Educational Leadership

Performance Record 2012-13-Grade
2011-12-Grade A
2010-11-Grade A
2008-09-Grade A
2007-08-Grade A
2006-07-Grade A
2005-06-Grade A
2004-05-Grade A
2003-04-Grade A
2002-03-Grade A
2001-02-Grade A

JP Swope		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	BS-Social Science Education, FSU MS-Educational Leadership, St. Leon University Florida Teaching Certification-Middle School, Educational Leadership	
Performance Record	2012-13-Grade	
Instructional Coaches		
# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Michelle Kirby		
Full-time / School-based	Years as Coach: 8	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	MS Social Studies Education BS Social Studies Education Florida Teaching Certification-6-12 English and Social Studies, Reading Endorsement	
Performance Record		
Classroom Teachers		
# of classroom teachers 101		
# receiving effective rating or higher 92, 91%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 98, 97%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 95, 94%		
# ESOL endorsed 3, 3%		
# reading endorsed 7, 7%		
# with advanced degrees 41, 41%		
# National Board Certified 11, 11%		
# first-year teachers 0, 0%		
# with 1-5 years of experience 21, 21%		
# with 6-14 years of experience 29, 29%		
# with 15 or more years of experience 51, 50%		
Education Paraprofessionals		
# of paraprofessionals 13		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 13, 100%		
Other Instructional Personnel		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 0		

<p># receiving effective rating or higher (not entered because basis is < 10)</p>
<p>Teacher Recruitment and Retention Strategies</p> <p>This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.</p> <p>At Chiles, we recruit highly qualified, certified, effective teachers at Chiles by reviewing correspondence provided to our school through our personnel office. We also receive many resumes by email daily. A file is kept by the Assistant Principal for Curriculum for reference through out the year. When we know we may have an opening we contact prospective teachers in a timely manner. In addition, we accept college students from Florida State University, Florida A&M, and Flagler University to intern or observe on our campus. Our mutual relationship with the local univesities allows us to hire the highest caliber of teachers available.</p>
<p>Teacher Mentoring Program/Plan</p> <p>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).</p>
<p>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities</p> <p>At Chiles, we pair new teachers with their mentors according to subject area. The Assistant Principal for Curriculum contacts the appropriate department head and coordinates the mentor with a teacher who has been trained. In many cases, the department head is the mentor. In addition, we have a PALS program in which new teachers to our school are paired with an experienced teacher. The group has lunch together with administration the first week of school and receives a welcome to Chiles gift. The mentor and the new teacher also participate in other activities throughout the school year.</p>
<p>Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)</p> <p>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).</p>
<p>Describe your school's data-based problem-solving processes for the implementation and monitoring of your 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</p> <p>The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers and our students? The team meets monthly or as needed to engage in the following activities: Review univeral screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consesus, increasing infrastructure, and making decisions about implementation.</p>
<p>What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?</p> <p>Joe Burgess, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based</p>

Rtl plans and activities. Calli Pickens, Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities. Paul Lambert, Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities. Also, provides attendance information.

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

Candace Carlson, Intervention Team Coordinator, Guidance Counselor, : Provides informational about student needs and prior history, aides in development of intervention plans. Select General Education Teachers : Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Ginger Lett and Mary Petrandis-Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Michelle Kirby, Instructional Coach(es) Reading/Math/Science: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

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

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

Mara Shows, Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The leadership team will meet with the School Advisory Council (SAC) and principal to help develop and approve the School Improvement Plan. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for

instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Describe the 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 (e.g., behavior, attendance)

Baseline data: Florida Comprehensive ASsessment Test (FCAT), End of Course Exam (EOC) for Algebra I, Geometry, Biology, and U.S. History. Teacher developed test for Advanced Placement Courses will be administered.

Progress monitoring: quarterly progress monitoring for Algebra I, Geometry, Biology, and U.S. History will be administered, FCAT Simulation, Writes Upon Request (WUR), Text Dependent Writing (TDW). Teacher developed test for Advanced Placement Courses will be administered.

End of the Year: Florida Comprehensive Assessment Test (FCAT), End of Course Exam (EOC) for Algebra I, Geometry, Biology, and U.S. History, Advanced Placement tests in May.

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

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

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: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name

Title

Joe Burgess

Principal

Calli Pickens

Assistant Principal

J.P. Swope	Assistant Principal
Paul Lambert	Assistant Principal
Michelle Kirby	Reading Coach
Kate Gonsalves	Social Studies teacher
Marsha Guffey	Social Studies teacher
Sandy Mahon	Science teacher
Danna Holihan	English/Reading teacher
Debra Mckinnon	English/Reading teacher
Melanie Hampton	Reading teacher
Kay Taylor	Media Specialist

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
 The Literacy Leadership Team (LLT) meets by department for Professional Learning Community (PLC) meetings through out the school year. The meetings take place during common planning times. The groups meet to provide time for professional sharing and exploration. The intent of the meeting is to use reading strategies within each subject area to increase students achievement. The goal of the group is to have a place where teachers can discuss their strengths, weaknesses, questions and concerns regarding specific instructional strategies. After teaching a lesson using reading strategies, lessons are shared with the group and discussed.

What will be the major initiatives of the LLT this year?
 The major initiatives of the LLT are teaching redaing through the content areas and increasing rigor within the classroom. Our goal is to improve students achievement.

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student
 Through our Professional Learning Communities (PLC's) reading strategies are discussed and learning goals written. Reading through the content area is a focus of professional developement in our district and our school. Targeted teachers are sent to district training and return to our school to share information with departments during PLC meetings. Benchmarks are documented in lesson plans that are reviewed by department heads and assistant principals.

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 does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
 Chiles High School encourages students to take Advanced Placement, Honors, and Dual Enrollment classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding his or her postsecondary plans. This includes sharing information and requirements to become eligible for Bright Futures Scholarships. Students also attend class level grade assemblies each year in which guidance covers graduation requirements and course selection. Freshmen and seniors also view small group presentations by our guidance counselors through their English classes.

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

Guidance Counselors review charts tracking graduation requirements and Bright Futures requirements and intervene when necessary. Chiles offers classes through our adult education school for credit recovery for students who may need remediation. Our district also offers virtual school classes for students.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

Chiles offers Math for College Readiness and English 4 for College Readiness to prepare students for postsecondary levels. In addition, we offer both Dual Enrollment classes for both English and Math departments. Advanced Placement classes are offered as well. Through senior English classes resumes are written by students to prepare for applications to secondary institutions. Chiles High School encourages students to take Advanced Placement, Honors and Dual Enrollment classes by encouraging increased teacher discussion on these courses and having each student speak with a guidance counselor regarding his or her postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures Scholarships and college admissions.

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	83%	80%	No	84%
American Indian				
Asian	91%	88%	No	92%
Black/African American	56%	57%	Yes	60%
Hispanic	78%	84%	Yes	81%
White	86%	81%	No	87%
English language learners				
Students with disabilities	56%	45%	No	60%
Economically disadvantaged	58%	51%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		1%
Students scoring at or above Achievement Level 4			

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		1%
Students in lowest 25% making learning gains (FCAT 2.0)			

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)	<i>[data excluded for privacy reasons]</i>		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

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.		[data excluded for privacy reasons]		1%
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 Florida Alternate Assessment (FAA) Students scoring at or above Level 4		[data excluded for privacy reasons]		1%
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	73%	88%	Yes	75%
American Indian				
Asian				
Black/African American	58%	71%	Yes	62%
Hispanic	73%	92%	Yes	75%
White	76%	88%	Yes	78%
English language learners				
Students with disabilities	68%	66%	No	72%
Economically disadvantaged	56%	71%	Yes	60%
Florida Alternate Assessment (FAA)				
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6 Students scoring at or above Level 7		[data excluded for privacy reasons]		1%
Learning Gains				
		2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA) Students in lowest 25% making learning gains (EOC)		[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.		[data excluded for privacy reasons]		0%

Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4			
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4			
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]		0%
Students scoring at or above Level 7			
Biology I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4			
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)	12		15
Participation in STEM-related experiences provided for students	378	20%	25%
High Schools			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	3344	28%	30%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		98%	99%
Students taking one or more advanced placement exams for STEM-related courses	476	25%	27%
CTE-STEM program concentrators	737		750
Students taking CTE-STEM industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	5%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	737	39%	40%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	351	18%	20%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		98%	98%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	5		
CTE teachers holding appropriate industry certifications	2	40%	50%

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			
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	142	8%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	95	5%	5%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	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)		91%	92%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

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).

Describe parental involvement targets for your school

By the end of the 2013-14 school year, the climate survey results will show an increase of 2% of parents who feel the school communicates with parents or guardians and community member using a variety of ways.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent response to question 34 on School Climate survey	63	75%	77%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary	
Goal #1:	Guidance counselors will target these students and continue to monitor students on an ongoing basis to be sure they are on track for graduation in the area of reading. Students will be prompted to take the ACT or SAT to try and achieve concordant scores f
Goals Detail	
Goal #1:	Guidance counselors will target these students and continue to monitor students on an ongoing basis to be sure they are on track for graduation in the area of reading. Students will be prompted to take the ACT or SAT to try and achieve concordant scores f
Targets Supported	<ul style="list-style-type: none"> • Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Reading - CELLA • Reading - Postsecondary Readiness
Resources Available to Support the Goal	<ul style="list-style-type: none"> • Intensive reading support classes • Content area teachers using reading strategies • English teachers using reading strategies
Problem-Solving to Achieve the Goal	
Barrier #1:	Students at all grade levels enrolling in our school who have not had the benefit of our reading programs and interventions.
Plan to Monitor Progress Toward the Goal	
Action:	
Person or Persons Responsible:	
Target Dates or Schedule:	
Evidence of Completion:	
Action Plan for Improvement	

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).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

Title II funds are used at for teacher inservice trainings. These inservice days are based on our Professional Learning Community initiatives. Our guidances counselors refer students to our adult education (ACE) program that meets on our campus throughout the year. Online classes are offered for students who need remediation in academic classes which are housed on our campus after school.

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

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