



**2007 – 2008**

# SCHOOL IMPROVEMENT PLAN

**School Name:** Florida State At Gainesville

**District Name:** Alachua

**Principal:** Joy Baldree

**Board of Directors:** Dr. Linda Dawson

**Superintendent:** W. Daniel Boyd, Jr. Ed. D.

**Date of School Board Approval:** Pending School Board Approval

**Jeanine Blomberg,  
Commissioner**  
Florida Department of  
Education  
325 West Gaines Street  
Tallahassee, Florida  
32399



**Cheri Pierson Yecke,  
Chancellor**  
K-12 Public Schools  
Florida Department of  
Education  
325 West Gaines Street  
Tallahassee, Florida  
32399

## **VISION/MISSION/BELIEF STATEMENTS**

The mission of SIATech is to provide students with increased learning opportunities by delivering a curriculum that uses state of the art technologies to integrate academic knowledge and real world applications. The focus is to provide a unique educational learning environment, offering a challenging curriculum to prepare students to be lifelong learners and acquire the skills needed to succeed in the workplace. Although open to all students described in the target population SIATech in its partnership with Job Corps and the Department of Labor, has been especially successful in breaking the cycle of poverty and underachievement for students who have not been successful in the traditional educational system. Through the use of innovative instructional approaches, SIATech will have a special emphasis on providing expanded learning experiences for students identified as academically low achieving, considered at risk of dropping out or academic failure.

## **SCHOOL PROFILE DEMOGRAPHICS**

Florida School for Integrated Academics and Technologies Gainesville has been in existence since August 11, 2003 at the Gainesville Job Corps Center in Gainesville, Florida. SIATech operates as a school within a school in a self contained building on the Job Corps Site. As a public charter high school approved by the Alachua County School District, SIATech serves 205 at promise students in grades 9-12. Students come from both rural and urban areas. The students we serve come to us primarily from Florida; however we also have students from other States and the Virgin Islands. Student demographics include:

Black 62.3%  
White 16.23%  
Hispanic 16.23%  
Mexican 4.19%  
Asian 1.05%

## SCHOOL MATCH

### QUALITY STAFF

#### Highly Qualified Administrators

Joy Baldree, Principal

15 years experience as an educator; FCAT Range Finder and teacher trainer; 2 years as administrator. Certifications: Educational Leadership; English 9-12; Business 9-12; ESE K-12

#### Recruitment/Retention of Highly Qualified Teachers

Teachers are recruited through Teach-In, direct advertisement, and through reviewing Alachua County applicant files.

Show attached staff list

### ADDITIONAL REQUIREMENTS

#### School Wide Improvement Model

Florida Continuous Improvement Model (FCIM)

Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).

FCIM is based on the FOCUS Process.

F - Formulate a plan. - Disaggregate student performance data.

O - Optimize time by preparing and following a timeline. - Plan the instructional calendar.

C - Concentrate on teaching standards and collaborate with the instructional team. - Teach the instructional focus in the classroom.

U - Utilize assessments at short, frequent intervals. - Conduct frequent student assessments, maintain and monitor the teaching and learning process.

S - Sustain learning with tutorial, enrichment, and maintenance activities. - Provide tutorials for re-teaching or enrichment for objectives that have been mastered.

The FCIM model used with Pearson Inform and other data monitoring processes helps to target low skill areas and provide immediate remediation to the student.

Communication with Parents

SIATech in partnership with Job Corps derive our students from the Job Corps program. Most of our students live away from home and reside in dorms on the Job Corps campus. Sixty percent of these students are age 18 or above. Parental Involvement includes a yearly open house, two graduations a year, as well as an open door policy whenever parents are in town for a visit. A student/parent welcome letter is given to each student. Our company has a website with a link for the Gainesville site. Most parent communication is through phone calls between the site and the parent. FCAT access parental information is mailed home to the parent or guardian. Special Education documentation, notice of conferences and other pertinent information regarding a student's IEP is also mailed home to the parent.

#### Pre-School Transition

N/A

#### Teacher Mentoring

Our current mentoring program is chaired by Sair Heipp, our ESE teacher. Mrs. Heipp has attended Mentoring workshops provided through staff development. Mrs. Heipp meets with our beginning teachers weekly and goes over the District's timeline and activities. Topics of discussion include: Classroom Management, Lesson Plan Development, FPMS Workshop, and Policies and Procedures for SIATech Charter High School, Job Corps as well as the Alachua County School District. The mentor and Site Leader/Principal regularly model and coach the beginning teachers. Mentor and beginning teachers participate in staff development provided by SIATech including round table curriculum discussions in their applicable discipline with SIATech Learning Support Team. Round tables are held quarterly with participants sharing the information with remaining staff to enhance cross training.

#### Extended Learning Opportunities

After school programs have been utilized for tutoring for students taking the ACT as an alternative to the FCAT. Students also receive one on one tutoring as a specific need arises. Since our students reside on campus in dorms. Additional educational materials are provided for study areas in the dorms and recreational hall for after school hours. Our students have access to a Sharepoint Student Web Portal that provides additional learning opportunities, FCAT and ACT test preparation, career and college resources, and various learning opportunities in our core academic areas, reading and Senior Projects.

### **SCHOOLS GRADED C OR BELOW**

#### **Professional Development**

**Describe the professional development that supports enhanced and differentiated instructional strategies.**

#### **Disaggregated Data**

**Describe the use of student achievement data to determine the effectiveness of instructional strategies.**

#### **Informal and Formal Assessments**

**Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress**

#### **Alternative Instructional Delivery Methods**

**Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.**

### **SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12**

**Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign**

**in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.**

**In the checkbox below, please indicate which of the ten guiding principles is addressed below.**

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses
- Academic and Career Planning

**GOALS**

<b>Goal:</b>	Reading
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**Needs Assessment** SIATech Charter High School in partnership with Gainesville Job Corps serve only at risk students with 99% who have previously dropped out of school and in most cases have been out of school for a substantial amount of time. Less than 1% of our population achieves a Level 3 on the FCAT. TABE Tests, STAR Reading, STAR Math, SRI, previous FCAT scores and Read 180 Lexile scores will be used to determine students' skill levels.

**Objective** 80% of SIATech students remaining in the SIATech program until graduation will show learning gains in reading (literacy) as measured by the TABE, STAR Reading, SRI, or FCAT tests.

**Strategies**

1. Students scoring Level 1 or 2 on the FCAT Reading must complete an intensive reading course
2. Monitor the collection and use of data to determine intervention and support needs of student
3. Target professional development in reading based on assessment data
4. School wide goal to increase the use of strategies used to increase reading skill
5. Use Classroom Walk-Through data to target professional development needs.

**Evaluation** 80% of SIATech students remaining in the SIATech program until graduation will show an increase of at least 5 points on the FCAT reading test and an increase of at least 10 points on the TABE.

**Research-based Programs** Students will use the researched based READ 180 program in all intensive reading courses.

**Professional Development** GVJC CURRICULUM REVIEW – LITERACY PROFESSIONAL DEVELOPMENT PLAN

OCTOBER 15

1. SSS Reading Standards
2. Take reading survey on-line

OCTOBER 22

1. Meet to discuss comfort level and connections of standards to your content area or the ConTech Curriculum.
2. Reply to DISCUSSION 1 on the Literacy Discussion Board

OCTOBER 24

1. Intensive focus on Science, Math, & the first two Senior Projects to see how the Reading Standards are being integrated in these areas

OCTOBER 29

1. Using the Learning Links review the strategies listed in the handout. Discuss and list weaknesses and strengths.
2. STRATEGIES EVALUATION (1)
3. Reply to DISCUSSION 2 OR 4 on the Literacy Discussion Board

## NOVEMBER 5

1. Intensive focus on English, Social Studies, & the second three Senior Projects to see how the Reading Standards are being integrated in these areas

## NOVEMBER 12

1. WORK WITH A PARTNER (NO TWO TEACHER PARTNERHIPS! -- CHOOSE AN ITA OR OTHER STAFF MEMBER)
2. REVIEW THE STRATEGIES FOUND AT LEARNING LINKS
3. TOGETHER, CHOOSE THREE STRATEGIES THAT YOU WILL USE IN THE CLASSROOM
4. LIST THE STRATEGIES
5. TELL HOW EACH STRATEGY MEETS LEARNER NEEDS
6. TELL HOW EACH STRATEGY WILL MEET A CURRICULUM GOAL
7. EVALUATION WITH PARTNER
8. Reply to DISCUSSION 3 on the Literacy Discussion Board

## NOVEMBER 19

1. REVIEW THE EXPLANATION OF WHAT RECEPTION SCAFFOLDING MEANS WITH A PARTNER OR SMALL GROUP
2. USING THE CONTECH CURRICULUM, CREATE A RECEPTION SCAFFOLD FOR AN ASSIGNMENT OR ACTIVITY
3. DESIGNING A RECEPTION SCAFFOLD
4. Reply to DISCUSSION 5 on the Literacy Discussion Board

## NOVEMBER 26

1. In-Service training to reinforce ESE techniques for teaching reading across content areas in an interdisciplinary approach

## DECEMBER 3

1. IF OUR TRUE GOAL IS TO "TRANSFORM LEARNERS", HOW DO WE KNOW WE HAVE SUCCEEDED?
2. WITH A PARTNER OR A SMALL GROUP, REVIEW THE MEANING OF TRANSFORMATION SCAFFOLDS
3. USING THE CONTECH CURRICULUM, DESIGN A TRANSFORMATION SCAFFOLD ACTIVITY THAT WILL RAISE THE TRANSFORMATION LEVEL OF AN ASSIGNMENT OR ACTIVITY WITHIN THE CONTECH CURRICULUM
4. CREATING A TRANSFORMATION SCAFFOLD
5. Reply to DISCUSSION 6 on the Literacy Discussion Board

## DECEMBER 10

1. WITH A PARTNER, READ THROUGH THE IDEA GUIDE LESSON PLAN
2. CREATE YOUR OWN GRAPHIC ORGANIZER (YOU CAN USE A TEMPLATE) TO USE TO AUGMENT ONE OF YOUR ASSIGNMENTS OR

ACTIVITIES IN THE CONTECH CURRICULUM. 3. SHARE A LESSON PLAN

4. Reply to DISCUSSION 7 on the Literacy Discussion Board

DECEMBER 17

1. In-Service training from Victoria to reinforce using explicit reading strategies across content areas in an interdisciplinary approach

JANUARY

1. STUDY TEAMS MEET TO EVALUATE PROGRESS
2. CONTINUE USE OF STRATEGIES IN THE CLASSROOM
3. IN-SERVICE -- SMALL GROUP LESSON PLANING

FEBRUARY

1. READING COACH OBSERVATIONS
2. ONE-ON-ONE CONFERENCES WITH TEACHERS

MARCH -- JUNE

1. STUDY TEAMS MEET TO EVALUATE PROGRESS
2. CONTINUE USE OF STRATEGIES IN THE CLASSROOM
3. SIATech Learning Support roundtables and on-on one trainings.

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**Highly Qualified  
Instructors**

<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material(s)	READ 180 Scholastic Reading Inventory	Previously purchased	0
Technology	Desktop (20) stations	Previously purchased	0
Professional Development	SIATech Learning Support Principal led Reading Coach led	All salaried	0
Other	reading books; posters; journals; etc.	FEFP	2000
<b>Total:</b>			<b>\$2,000.00</b>

<b>Goal:</b>	Mathematics
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### Needs Assessment

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**Objective** 80% of SIATech students remaining in the SIATech program until graduation will show a learning gain in math (numeracy) on one of the tests used to measure numeracy growth.

**Strategies**

1. Use of Accelerated Math Program
2. All students will participate in FCAT testing prep through SIATech.
3. Students will take a test-taking skills course through Job Corps.

**Evaluation** 80% of SIATech students remaining in the SIATech program until graduation will show an increase of at least 5 points on the FCAT math test in addition students will show an increase of at least 10 points on the TABE test for math.

**Research-based Programs** In a quasi-experimental study of Accelerated Math in grades 3 – 10 at 47 schools throughout the U.S., results showed that in every grade and subgroup identified, such as Title I or free/reduced lunch, students using Accelerated Math performed better than students not using the software. In addition, there was a positive relationship between the number of math objectives mastered and achievement gain; students gained between 0.10 and 0.15 NCE for every objective they mastered with Accelerated Math.

**Professional Development**

1. Teachers will be trained in increased strategy use in the classroom; literacy approach to teaching math.
2. Teachers will participate in small group instruction professional development activities.
3. SIATech Learning Support roundtables and on-on one trainings.

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### Highly Qualified Instructors

<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material(s)	Accelerated Math	Previously purchased	0
Technology	(20) desktop stations	Previously purchased	0
Professional Development	SIATech Learning Support Principal led Reading Coach led	All salaried	0
Other	Hand help white boards; manipulatives; posters	FEFP	500
<b>Total:</b>			<b>\$500.00</b>

<b>Goal:</b>	Writing
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### Needs Assessment

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**Objective** 80% of SIATech students remaining in the SIATech program until graduation will show learning gains in writing as measured by the SIATech blind-graded writing assessment.

**Strategies**

1. Students entering the SIATech program will be administered the SIATech writing assessment.
2. The assessment will be blind-graded and recorded.
3. The student will be given specific instruction in writing through integrated core curriculum modules that focus on increasing writing ability.
4. Students exiting core curriculum modules will be administered a second SIATech writing assessment.
5. The assessment will be blind-graded and recorded.

**Evaluation** 80% of SIATech students remaining in the SIATech program until graduation will show .5 increase in writing as measured by the SIATech writing assessment.

### Research-based Programs

**Professional Development**

1. Teachers will be trained by SIATech Learning Support in blind-grading techniques.
2. SIATech Learning Support roundtables and on-on one trainings.

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<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material(s)			0
Technology			0
Professional Development			0
Other	Travel for training	FEFP	1000
<b>Total:</b>			<b>\$1,000.00</b>

<b>Goal:</b> Science
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### Needs Assessment

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<b>Objective</b>	80% of SIATech students will earn science credits toward high school completion with increased participation in a hands-on laboratory environment that will increase achievement on the FCAT and ACT Science tests.
<b>Strategies</b>	<ol style="list-style-type: none"><li>1. Students will participate in several hands-on laboratory experiments.</li><li>2. Students will participate in small group lessons geared toward increasing literacy and interest in science.</li></ol>
<b>Evaluation</b>	80% of SIATech students remaining in the SIATech program until graduation will show an increase of at least 5 points on the FCAT reading test as a result of increased focus on reading in the content areas.

### Research-based Programs

<b>Professional Development</b>	<ol style="list-style-type: none"><li>1. Small group lesson planning</li><li>2. Literacy plan trainings</li><li>3. SIATech Learning Support roundtables and on-on one trainings.</li></ol>
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### Highly Qualified Instructors

<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material(s)	Lab supplies	FEFP	2000
Technology			0
Professional Development			0
Other	Field Trips	FEFP	1000
<b>Total:</b>			<b>\$3,000.00</b>

<b>Goal:</b>	Parental Involvement
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**Needs Assessment** Over ninety percent of our students are not local students and reside on campus. Additionally sixty percent of our students are over the age of 18, so parent involvement is always a challenge.

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**Objective** To increase the amount of parent involvement by 10 % especially for students under eighteen years of age.

**Strategies**

1. Work closely with Job Corps counselors to ascertain parent contact requests.
2. Timely notification of events that involve parents (graduations, Open Houses etc.).
3. Welcoming school atmosphere upon parent arrival either day to day or special events.
4. More Phone communication with parents for all students, especially non local and under age

**Evaluation** Increased parent involvement, greater attendance at scheduled parent events as well as improved results on parent satisfaction surveys.

**Research-based Programs Professional Development**

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<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material(s)	Postage; paper; invitations	FEFP	1000
Technology			0
Professional Development			0
Other			0
<b>Total:</b>			<b>\$1,000.00</b>

<b>Goal:</b> Return on Investment
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**Needs Assessment**

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**SCHOOL ADVISORY COUNCIL**

- Yes  No The majority of the SAC members are not employed by the school. The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

**SAC Involvement**

The SIATech Board meets quarterly. School Policies, Procedures, Budgets, Grants, SIP, and the Annual Report are all discussed and approved by the SIATech Board. All meetings and the agenda are publicized and posted. SIATech Board members regularly attend SIATech events such as; Graduations, FCAT Dinners, etc.

<b>FINAL BUDGET</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program (s)/Material(s)	Reading: READ 180 Scholastic Reading Inventory Mathematics: Accelerated Math Writing: Science: Lab supplies Parental Involvement: Postage; paper; invitations	Reading: Previously purchased Available: \$0.00 Mathematics: Previously purchased Available: \$0.00 Writing: Available: \$0.00 Science: FEFP Available: \$2,000.00 Parental Involvement: FEFP Available: \$1,000.00	\$3,000.00
Technology	Reading: Desktop (20) stations Mathematics: (20) desktop stations Writing: Science: Parental Involvement:	Reading: Previously purchased Available: \$0.00 Mathematics: Previously purchased Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Available: \$0.00	\$0.00
Professional Development	Reading: SIATech Learning Support Principal led Reading Coach led Mathematics: SIATech Learning Support Principal led Reading Coach led Writing: Science: Parental Involvement:	Reading: All salaried Available: \$0.00 Mathematics: All salaried Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Available: \$0.00	\$0.00
Other	Reading: reading books; posters; journals; etc. Mathematics: Hand help white boards; manipulatives; posters Writing: Travel for training Science: Field Trips Parental Involvement:	Reading: FEFP Available: \$2,000.00 Mathematics: FEFP Available: \$500.00 Writing: FEFP Available: \$1,000.00 Science: FEFP Available: \$1,000.00 Parental Involvement: Available: \$0.00	\$4,500.00
		<b>Total:</b>	<b>\$7,500.00</b>

## IMPLEMENTATION EVALUATION

1. A formal Literacy Plan was created and implemented with all staff sharing the goal to increase literacy and reading gains.
  2. SIATech continues to address the concerns of students unable to pass the FCAT by providing intensive test prep activities and involving all areas to assist with this concern. (Residential Advisors for evening study groups, etc. Problems with dealing with student test anxiety.
  3. FCAT preparation website was developed by SIATech Instructional/Curriculum Team and is utilized by students in addition to FCAT Explorer.
  4. We added a testing specialist and a testing lab this year. Students are scheduled into the lab for test preparation as well as STAR testing and student orientation.
  5. Administration visits classrooms daily and makes recommendations to improve learning activities.
  6. Staff regularly participates in Staff Development, Company Requirement; Sharing of information is done with a Share Point Web-Site and through school team building.
  7. Requirements and Monitoring are completed to the best of our knowledge.
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**Members**

**Signature**

- 1) Alena Lawson , SAC Chair
- 2) Rosa Williams , Community Member
- 3) Tony Jones , Community Member
- 4) Lin Miller , School Support Personnel
- 5) Prof. Gerald Zagaiski , Business Member
- 6) Amy Stotzheim , Business Member
- 7) Kanisha Bryant , Student

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