



2008-2009

School Improvement Plan

3000 East University Avenue

Gainesville, Florida 32641

(352) 955-6839

EXECUTIVE SUMMARY

(Professional Academies Magnet)

READING OBJECTIVE: A GREATER PERCENTAGE OF THE TOTAL STUDENT BODY AND ANY IDENTIFIABLE SUBGROUPS WILL SCORE 3 OR ABOVE IN FCAT READING OR HAVE A DECREASE IN LEVEL 1 OR 2 FCAT READING IN THE TOTAL POPULATION OR IDENTIFIABLE SUBGROUPS. INCREASE THE PERCENTAGE OF STUDENTS MAKING A YEAR'S WORTH OF PROGRESS IN READING.

Strategies:

1. All students who are Level 1 will be served in an intensive reading class with a certified reading teacher.
2. All students who are Level 2 will be served in an English class with a reading endorsed teacher.
3. All teachers will include an objective on his/her professional development plan that addresses literacy skills in all content areas.
4. Teachers in all English courses will thoroughly address the reading standards that are annually assessed.
5. The reading coach will work with teachers to analyze data for individual students and assist in developing plans that address each student's needs.
6. Benchmark Assessments, one at the end of each nine week period, will cover those literacy benchmarks outlined on the instructional calendar in the immediately preceding period. With formative assessment aligned with actual instruction, the results would more accurately reflect instructional effectiveness as well as provide teachers with timely feedback on student progress.
7. The final screening exam will be a two hour test covering all the tested benchmarks. This test compared with the initial screening exam will measure growth over the year.
8. Teachers have regular meetings to analyze the assessment results and develop appropriate instruction that can be integrated into all content areas.
9. A certified teacher works with students Monday through Friday for approximately one hour after school using a computer web-based program to assist students in building skills and recapturing credits.
10. A certified teacher works with students during the month of June in the Extended School Year program using a computer web-based program to assist students in building skills, raising their GPA, and recapturing credits.

11. All teachers have been given a list of the lower quartile students in Reading grades 9-10.
12. Teachers are given Progress Monitoring results and weekly Mini Assessment results for each student in their Small Group Advisory (SGA) which they keep in a Data Binder. Each advisor helps his/her students record and graph their progress on individual benchmark assessments in their Data Portfolios.
13. The administration will work with the reading coach to provide training and resources to teachers that is focused on the needs of students.
14. The school will use the Classroom Walkthrough to collect data relating to reading content and instruction.

MATHEMATICS OBJECTIVE A GREATER PERCENTAGE OF THE TOTAL STUDENT BODY AND ANY IDENTIFIABLE SUBGROUPS WILL SCORE 3 OR ABOVE IN FCAT MATHEMATICS OR HAVE A DECREASE IN LEVEL 1 OR 2 FCAT MATHEMATICS IN THE TOTAL POPULATION OR IDENTIFIABLE SUBGROUPS. INCREASE THE PERCENTAGE OF STUDENTS MAKING A YEAR'S WORTH OF PROGRESS IN MATHEMATICS.

Strategies:

1. Students who are below proficiency in mathematics will be required to take Carnegie Algebra 1a and 1b.
2. Teachers in all mathematics courses will thoroughly address the mathematics standards that are annually assessed.
3. Benchmark Assessments, one at the end of each nine week period, will cover those mathematics benchmarks outlined on the instructional calendar in the immediately preceding period. With formative assessment aligned with actual instruction, the results would more accurately reflect instructional effectiveness as well as provide teachers with timely feedback on student progress.
4. The final screening exam will be a two hour test covering all the tested benchmarks. This test compared with the initial screening exam will measure growth over the year.
5. Teachers have regular meetings to analyze the assessment results and develop appropriate instruction that can be integrated into all content areas.
6. A mathematics certified teacher works with students Monday through Friday for approximately one hour after school using a computer web-based program to assist students in building skills and recapturing credits
7. A mathematics certified teacher works with students during the month of June in the Extended School Year program using a computer web-based program to assist students in building skills, raising their GPA, and recapturing credits
8. Students in lowest mathematics quartile will be provided weekly tutorial assistance.

9. All teachers have been given a list of the lower quartile students in Mathematics grades 9-10.
10. Teachers are given Progress Monitoring results and weekly Mini Assessment results for each student in their Small Group Advisory (SGA) which they keep in a Data Binder. Each advisor has been helping his/her students record and graph their progress on individual benchmark assessments in their Data Portfolios.

Writing Objective A GREATER PERCENTAGE OF THE TOTAL STUDENT BODY AND ANY IDENTIFIABLE SUBGROUPS WILL SCORE A 3.5 OR HIGHER OR WILL INCREASE PERFORMANCE BY 1% ON FCAT WRITING.

Strategies:

1. All students, especially 9th & 10th graders, will receive writing instruction at a developmentally appropriate level utilizing district adopted materials.
2. Teachers in all language arts classes will thoroughly address all standards that are annually assessed.
3. The Literacy Council will analyze data and assist teachers with strategies that address students' needs in writing.
4. The school will use the Classroom Walkthrough to collect data relating to writing.
5. 9th grade students will have a mock FCAT writing test.
6. All students will participate in a pre/post test for writing.

Science Objective: A GREATER PERCENTAGE OF THE TOTAL STUDENT BODY AND ANY IDENTIFIABLE SUBGROUPS WILL INCREASE THEIR PERFORMANCE ON FCAT SCIENCE TO BE AT OR ABOVE THE STATE AVERAGE.

Strategies:

1. All students will receive science instruction at a developmentally appropriate level utilizing District adopted instructional materials.
2. Teachers in all science courses, especially those that serve 9-11th grade students, will thoroughly address all standards that are annually assessed.
3. Benchmark Assessments, one at the end of each nine week period, will cover those science benchmarks outlined on the instructional calendar in the immediately preceding period. With formative assessment aligned with actual instruction, the results would more accurately reflect instructional effectiveness as well as provide teachers with timely feedback on student progress.
4. The final screening exam will be a two hour test covering all the tested benchmarks. This test compared with the initial screening exam will measure growth over the year.
5. Teachers have regular meetings to analyze the assessment results and develop appropriate instruction that can be integrated into all content areas.
6. A science certified teacher works with students Monday through Friday for approximately one hour after school using a computer web-based program to assist students in building skills and recapturing credits.
7. A science certified teacher works with students during the month of June in the Extended School Year program using a computer web-based program to assist students in building skills and recapturing credits.
8. Teachers are given Progress Monitoring results and weekly Mini Assessment results for each student in their Small Group Advisory (SGA) which they keep in a Data Binder. Each advisor has been helping his/her students record and graph their progress on individual benchmark assessments in their Data Portfolios.

Parental Involvement Objective: Increase the number of parents who volunteer to help with support for students

Strategies:

Utilize the Reading Coach to contact and schedule parents and prepare Great Leaps materials for them to use with reading support

Safety & Environment Objective: Improve student social skills in support of Goal 3 objectives.

Strategies:

Utilize a school-wide discipline plan that provides effective strategies for encouraging positive student behavior.

Air Quality Objective: The school will report a safe indoor environmental air quality measure that meets or exceeds the criteria as defined in the district plan.

Strategies:

Preventive maintenance and cleaning of all buildings will be regularly scheduled. Teachers will report air quality problems through the work order system or weekly SLC meetings.

Health Objective: To promote lifelong wellness through physical activity and decision making skills, all students will have the opportunity to improve their overall fitness and health by participating in a health and physical fitness program as defined in the district’s plan. Student health and fitness information will be communicated to parents as required.

Strategies:

Students learn various activities that can be enjoyed throughout their lives. Students develop social skills while participating in a variety of team sports and activities. Students are exposed to health concepts through a classroom component. Teachers also strive to educate students on life choices by developing a wellness plan, including nutritional choices, and documenting their activity level. Students also participate in a substance abuse program designed to teach them to make informed decisions based on health and performance issues.

SCHOOL PERFORMANCE (All Schools)

(State will input data)

School Advisory Council COMPLIANCE (All Schools)

(You will answer a yes or no question on-line; School Advisory Council membership is only one criterion of compliance)

Measures Being Taken to Comply with School Advisory Council Requirement:

Complete if you responded “no” to School Advisory Council Compliance. Describe the measures being taken to balance the SAC membership composition and the timeline for meeting this requirement.

VISION/MISSION (All Schools) (Note: Graphs and images cannot be inserted into this text box)

Vision - A vital community united as the premier provider of career and technical education.

Mission - Every student, every day -- engaged and experiencing success!

Core Beliefs - We believe that the Professional Academies Magnet at Loften High School is a place where every student:

- is known by name.
- can belong to a group and be part of something special.
- wants to come to school because he/she is involved in doing important things.
- is motivated to achieve at high levels in all program clusters.
- has his/her needs met by a staff that works as a united team.
- experiences the connection between community and school.

SCHOOL PROFILE /DEMOGRAPHICS (All Schools)

(Note: Graphs and images cannot be inserted into this text box)

9-12 Grades

57% Free and Reduced Lunch

51% Minority

SCHOOL DATA SUMMARY (All Schools)

FCAT Writing

% Meeting High Standards 89%

FCAT Reading

% Meeting High Standards 42%

% Making Learning Gains 58%

% of Lowest 25% Making Learning Gains 57%

FCAT Mathematics

% Meeting High Standards 64%

% Making Learning Gains 69%

% of Lowest 25% Making Learning Gains 73%

FCAT Science

% Meeting High Standards 25%

QUALITY STAFF (All Schools)

Highly Qualified, Certified Administrators

Chet Sanders	Doctor of Education in Educational Leadership
Pat Phillips	Masters in Educational Leadership

High Quality, Highly Qualified Teachers

Screen teacher applicants for appropriate certification. Provide training for teachers to keep them updated in their areas. Assist teachers with certification issues.

ADDITIONAL REQUIREMENTS

Teacher Mentoring (All Schools)

The Teacher Induction Program provides first-year teachers with a support team comprised of a mentor teacher and administrator that meet regularly to provide assistance. The Induction Program also provides regular training to first-year teachers.

School Advisory Council (All Schools)

(For Charter Schools, Governing Body applies.)

The School Advisory Council consists of staff, parent and community representatives who are elected annually by the respective constituency. The SAC meets regularly to receive information and training relative to the school and to provide their input into the decision-making process.

Communication with Parents Regarding Choice Options (SINI Schools and F Schools only)

Extended Learning Opportunities (All Schools)

The school uses additional funds to offer an after school opportunity for students to access CROP slots for credit retrieval. The school also offers a similar opportunity during the extended school year program for credit retrieval through CROP slots available. The school also offers reading remediation during the extended school year to assist students who need to pass the FCAT reading test.

Preschool Transition (Only for Title I schools serving PreK)

GOALS for Each Academic Area (All Schools)

READING

Needs Assessment: (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments. Identify needs through the use of screening, diagnostics, progress monitoring, and outcome assessments. These assessments are ongoing and include both formal and informal measures of students' reading skills. (i.e., FCIM assessments, benchmark data, AYP subgroup data, DIBELS, Lexia, FCAT, NRT, etc.)

52% of 8th grade students at proficiency in reading
49% of 9th grade students at proficiency in reading
25% of 10th grade students at proficiency in reading

Reading Goal Statement:

Provide statements of intended improvement that are of a long-term nature.

Increase the percentage of students scoring 3 or above in FCAT Reading

You will be asked to respond to questions on the on-line template. You will select yes or no as your response.

OBJECTIVES FOR READING

Please write an objective for each subgroup that does not meet state or NCLB requirements. Anticipate the groups you think may not meet the requirements – space has been provided to write 4 objectives. If you need more space, please cut and paste additional narrative boxes.

Identify subgroups/needs:

___ African-American ___ Students with Disabilities

- | | |
|--|--|
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Economically Disadvantaged |
| <input type="checkbox"/> White | <input type="checkbox"/> Limited English Proficiency |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Lowest 25% performing students on FCAT |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Level 1 Students |
| | <input type="checkbox"/> Improved performance in tested clusters |

1. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements; refer to Guidance document regarding SMART objectives.

A greater percentage of the total student body and any identifiable subgroups will score 3 or above in FCAT reading or have a decrease in level 1 or 2 FCAT reading in the total population or identifiable subgroups. Increase the percentage of students making a year's worth of progress in reading.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to NAYP subgroups. List strategies in priority order.

- ❖ All students who are Level 1 will be served in an intensive reading class with a certified reading teacher.
- ❖ All students who are Level 2 will be served in an English class with a reading endorsed teacher.
- ❖ All teachers will include an objective on his/her professional development plan that addresses literacy skills in all content areas.
- ❖ Teachers in all English courses will thoroughly address the reading standards that are annually assessed.
- ❖ The reading coach will work with teachers to analyze data for individual students and assist in developing plans that address each student's needs.
- ❖ Benchmark Assessments, one at the end of each nine week period, will cover those literacy benchmarks outlined on the instructional calendar in the immediately preceding period. With formative assessment aligned with actual instruction, the results would more accurately reflect instructional effectiveness as well as provide teachers with timely feedback on student progress.
- ❖ The final screening exam will be a two hour test covering all the tested benchmarks. This test compared with the initial screening exam will measure growth over the year.
- ❖ Teachers have regular meetings to analyze the assessment results and develop appropriate instruction that can be integrated into all content areas.

- ❖ A certified teacher works with students Monday through Friday for approximately one hour after school using a computer web-based program to assist students in building skills and recapturing credits.
- ❖ A certified teacher works with students during the month of June in the Extended School Year program using a computer web-based program to assist students in building skills, raising their GPA, and recapturing credits.
- ❖ All teachers have been given a list of the lower quartile students in Reading grades 9-10.
- ❖ Teachers are given Progress Monitoring results and weekly Mini Assessment results for each student in their Small Group Advisory (SGA) which they keep in a Data Binder. Each advisor helps his/her students record and graph their progress on individual benchmark assessments in their Data Portfolios.
- ❖ The administration will work with the reading coach to provide training and resources to teachers that is focused on the needs of students.
- ❖ The school will use the Classroom Walkthrough to collect data relating to reading content and instruction.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

58% of total student body and any identifiable subgroups will score 3 or above in FCAT Reading or have a 10% decrease in Level 1 or 2 in the total population or identifiable subgroups.

Locally defined criteria on a pretest/ post test for student achievement in Reading will indicate increased student performance in Reading.

Research-Based Program:

Identify the research-based reading program used to instruct each subgroup.

Jamestown instructional materials, Elements of Literature and the Navigator program, and the Kurzweil program will be used for instruction, and Scholastic Reading Inventory will be used for assessment purposes.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

All teachers will include an objective on his/her Professional Development Plan that addresses Literacy skills in all content areas. In preplanning and throughout the school year, training will be provided on utilizing effective literacy strategies that correlate to the language arts standards assessed on FCAT Reading.

BUDGET: [Ensure that the school improvement budget is adequate to support the programs and strategies (may use multiple fund sources). List dollar amounts for each goal.]

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	Jamestown Readers, The Navigator Program	County	\$10,000.00	
Research-Based Resource(s) (i.e., websites, assessment tools)	Scholastic Reading Inventory Kurzweil Program	County	\$5,000.00	
Technology	Computers	School		
Professional Development	Literacy skills training	County School		
Other				
		Total:	\$15,000.00	

READING ELEMENTS

Highly Qualified Certified In-Field Instructors:

Provide a list of and a brief narrative about the certified quality instructors in reading. List the instructors by name, assignment and certification area, as well as any related endorsement

Debbie Brown – teaches reading - certified in reading
 Rickki Boria – teaches English -- working on reading endorsement
 Nancy Maple – teaches English/mathematics - reading endorsed
 Paula Barrett – teaches English – English certified

GOALS

MATHEMATICS

Needs Assessment: (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments. Identify needs through the use of screening, diagnostics, progress

monitoring, and outcome assessments. These assessments are ongoing and include both formal and informal measures of students' skills.

67% of 8th grade students at proficiency in math
57% of 9th grade students at proficiency in math
51% of 10th grade students at proficiency in math

Mathematics Goal Statement:

Provide statements of intended improvement that are of a long-term nature.

Increase the percentage of students scoring 3 or above in FCAT Mathematics

You will be asked to respond to questions on the on-line template. You will select yes or no as your response.

OBJECTIVES FOR MATHEMATICS

Please write an objective for each subgroup that does not meet state or NCLB requirements. Anticipate the groups you think may not meet the requirements – space has been provided to write 4 objectives. If you need more space, please cut and paste additional narrative boxes.

Identify subgroups/needs:

- | | |
|---|---|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Economically Disadvantaged |
| <input type="checkbox"/> White | <input type="checkbox"/> Limited English Proficiency |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Lowest 25% performing students on FCAT |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Level 1 Students |
| | <input type="checkbox"/> Improved performance in tested strands |

1. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements; refer to Guidance document regarding SMART objectives.

A greater percentage of the total student body and any identifiable subgroups will score 3 or above in FCAT mathematics or have a decrease in level 1 or 2 FCAT mathematics in the total population or identifiable subgroups. Increase the percentage of students making a year's worth of progress in mathematics.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to NAYP subgroups. List strategies in priority order.

- ❖ Students who are below proficiency in mathematics will be required to take Carnegie

Algebra 1a and 1b.

- ❖ Teachers in all mathematics courses will thoroughly address the mathematics standards that are annually assessed.
- ❖ Benchmark Assessments, one at the end of each nine week period, will cover those mathematics benchmarks outlined on the instructional calendar in the immediately preceding period. With formative assessment aligned with actual instruction, the results would more accurately reflect instructional effectiveness as well as provide teachers with timely feedback on student progress.
- ❖ The final screening exam will be a two hour test covering all the tested benchmarks. This test compared with the initial screening exam will measure growth over the year.
- ❖ Teachers have regular meetings to analyze the assessment results and develop appropriate instruction that can be integrated into all content areas.
- ❖ A mathematics certified teacher works with students Monday through Friday for approximately one hour after school using a computer web-based program to assist students in building skills and recapturing credits.
- ❖ A mathematics certified teacher works with students during the month of June in the Extended School Year program using a computer web-based program to assist students in building skills, raising their GPA, and recapturing credits.
- ❖ Students in lowest mathematics quartile will be provided weekly tutorial assistance.
- ❖ All teachers have been given a list of the lower quartile students in Mathematics grades 9-10.
- ❖ Teachers are given Progress Monitoring results and weekly Mini Assessment results for each student in their Small Group Advisory (SGA) which they keep in a Data Binder. Each advisor has been helping his/her students record and graph their progress on individual benchmark assessments in their Data Portfolios.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

62% of total student body and any identifiable subgroups will score 3 or above in FCAT Mathematics or have a 10% decrease in Level 1 or 2 in the total population or identifiable subgroups.

Locally defined criteria on a pretest/ post test for student achievement in Mathematics will indicate increased student performance in Mathematics.

Research-Based Program:

Identify the research-based mathematics program used to instruct each subgroup.

Carnegie Algebra

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

Teachers will receive training on the Carnegie Algebra program.
The administration will work with the Mathematics department chair and District supervisor to provide training and resources to teachers that is focused on the needs of students.

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	Carnegie Algebra	County Vocational Department	\$50,000.00	
Research-Based Resource(s) (i.e., websites, assessment tools)	Carnegie Algebra			
Technology				
Professional Development	Training on the Carnegie Program			
Other				
		Total:	\$50,000.00	

MATHEMATICS ELEMENTS

Highly Qualified Certified In-Field Instructors:

Provide a list of and a brief narrative about the certified quality instructors in mathematics. List the instructors by name, assignment and certification area, as well as any related endorsements.

Herbert Pindar – teaches mathematics -- mathematics certified Donna Sheffield – teaches science/mathematics -- middle grades integrated certification Nancy Maple – teaches mathematics/English -- mathematics/English certified
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GOALS

WRITING

Needs Assessment: (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments.

100% of 8 th grade students proficient in writing to a persuasive prompt 67% of 10 th grade students proficient in writing to a persuasive prompt
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Writing Goal Statement:

Provide general statements of intent for improvement that is of a long-term nature.

A greater percentage of the total student body and any identifiable subgroups will increase their performance on FCAT Writing	
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OBJECTIVES FOR WRITING:

- You will be asked to respond to questions on the on-line template.
- Write an objective for the following:
__x__ Improved performance in writing by 1%

Objective:

The objective must be measurable and align with state requirements... to improve student performance by 1%.

A greater percentage of the total student body and any identifiable subgroups will score 3.5 and above or will increase performance by %1 on FCAT Writing

Strategies:

Focus on a few specific strategies for which you can collect comparable data to assess progress.

- ❖ All students, especially 9th & 10th graders, will receive writing instruction at a developmentally appropriate level utilizing district adopted materials.
- ❖ Teachers in all language arts classes will thoroughly address all standards that are annually assessed.
- ❖ The Literacy Council will analyze data and assist teachers with strategies that address students' needs in writing.
- ❖ The school will use the Classroom Walkthrough to collect data relating to writing.
- ❖ 9th grade students will have a mock FCAT writing test.
- ❖ All students will participate in a pre/post test for writing.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

90% of the total student body and any identifiable subgroups will score level 3 or above on the Writing FCAT or the scores will increase by 1% for the total student body and any identifiable subgroup.
 Locally defined criteria on a pretest/ post test for student achievement in Writing will indicate increased student performance in Writing.

Research-Based Program:

Identify the research-based program used to teach writing.

Elements of Language

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities for training teachers to teach writing.

The Literacy Council will work with the Reading coach and District supervisor to provide training and resources to teachers that is focused on the needs of students.

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
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Research-Based Program(s) (Instructional Materials)	The Elements of Literature	County	\$6,000.00	
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
Other				
		Total:	\$6,000.00	

GOALS

SCIENCE

Needs Assessment: (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments.

Students scores on the Science FCAT were below the District and State average
 40% of 8th grade students were proficient in Science
 23% of 11th grade students were proficient in Science

Goal Statement:

Provide statements of intended improvement that are of a long-term nature.

A greater percentage of the total student body and any identifiable subgroups will increase their performance in Science

OBJECTIVES FOR SCIENCE

1. **Objective:** The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Refer to Guidance document regarding SMART objectives.

A greater percentage of the total student body and any identifiable subgroups will increase their performance on FCAT Science to be at or above the State average

Strategies: These are actions to be taken in order to achieve the objective. List strategies in priority order.

❖ All students will receive science instruction at a developmentally appropriate level utilizing District adopted instructional materials.

- ❖ Teachers in all science courses, especially those that serve 9-11th grade students, will thoroughly address all standards that are annually assessed.
- ❖ Benchmark Assessments, one at the end of each nine week period, will cover those science benchmarks outlined on the instructional calendar in the immediately preceding period. With formative assessment aligned with actual instruction, the results would more accurately reflect instructional effectiveness as well as provide teachers with timely feedback on student progress.
- ❖ The final screening exam will be a two hour test covering all the tested benchmarks. This test compared with the initial screening exam will measure growth over the year.
- ❖ Teachers have regular meetings to analyze the assessment results and develop appropriate instruction that can be integrated into all content areas.
- ❖ A science certified teacher works with students Monday through Friday for approximately one hour after school using a computer web-based program to assist students in building skills and recapturing credits.
- ❖ A science certified teacher works with students during the month of June in the Extended School Year program using a computer web-based program to assist students in building skills and recapturing credits.
- ❖ Teachers were given Progress Monitoring results and weekly Mini Assessment results for each student in their Small Group Advisory (SGA) which they keep in a Data Binder. Each advisor has been helping his/her students record and graph their progress on individual benchmark assessments in their Data Portfolios.

Evaluation: Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

Students will score at or above the state average, or
 Locally defined criteria on a pretest/ post test for student achievement in science will indicate increased student performance in science.

Research-Based Program:

Identify the research-based science program used.

Glencoe Science text
GEMS Math and Science Experiments

Professional Development Aligned with this Objective: Identify specific training, along with a timeline of professional development activities.

Textbook company will provide training on all new materials

BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	Glencoe Science Text	County	\$6,000.00	
Research-Based Resource(s) (i.e., websites, assessment tools)	GEMS Science and Math Experiment Kits	County	\$3,000.00	
Technology				
Professional Development				
Other				
		Total:	\$9,000.00	

SCIENCE ELEMENTS

Highly Qualified Certified In-Field Instructors

Provide a list of and a brief narrative about the certified quality instructors in science. List the instructors by name, assignment and certification area, as well as any related endorsements.

Cole Childers – teaches integrated science 1,2 -- certified in biology and life sciences
Donna Sheffield – teaches integrated science 3 – certified in science and middle grades integrated

GOALS

PARENTAL INVOLVEMENT

Needs Assessment:

Identify needs based on parent input, parent surveys or other measures of parent involvement.

Not enough parental involvement

Goal Statement:

Increase the participation of parents in all aspects of the educational program

OBJECTIVES FOR PARENTAL INVOLVEMENT

Objective:

Objective must be measurable.

Parents of all 9th grade students will participate in at least one conference related to their child's progress in school and complete an academic plan.

Strategies:

These are actions to be taken in order to achieve the objective. List strategies in priority order. Focus on a few specific strategies for which you can collect comparable data to assess progress.

- The school will appoint a Freshman Academy Director to oversee all 9th grade students.
- The Freshman Director will schedule parent conferences throughout the school year to assist in completing academic plans for each 9th grade student
- Schedule a parent/teacher conference night after the first 9 week grading period and the 2nd 9-week grading period.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

Each 9th grade student will have an academic plan completed with a parent signature

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities.

The Freshman Academy Director will receive training from the district supervisor of guidance services on the use of Personalized Success Plans

BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
Other				
		Total:		

ADDITIONAL INFORMATION REQUIRED

Develop at least one goal for each additional goal shown below:

Additional areas your plan must address (1001.42(16)(a))

- School safety and discipline strategies
- Technology
- **Student health and fitness** (including physical fitness, parental information on student health and fitness, and indoor environmental air quality).

You may have school-specific goals you wish to add. Your district may wish to assist you with completing this section with district-specific information related to these goals.

1. Goal Statement

Decrease the number of discipline referrals for the 2008-09 school year

Goal Description

The Student Services team will work towards decreasing the number of students who violate the district code of student conduct.

2. Goal Statement

Increase the use of instructional technology

Goal Description

Secure funding to add technology teaching tools in each classroom.

3. Goal Statement

Increase the health and wellness of students

Goal Description

Provide a Personal Fitness/Fitness Lifestyle design course for all students
Oversee the Food Service program
Review all vending machine offerings

SAC MEMBERS:

List SAC members by name and identify position/role of each person.

[Empty box for listing SAC members]

FINAL BUDGET (This table on the on-line template will automatically aggregate all previous budget tables.)

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional				

Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
Other				
		Total:		

IMPLEMENTATION EVALUATION (Previously adequate progress)

- Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts by addressing such questions as:
 - Was the school improvement model implemented as planned and designed and was it effective?
 - Was the instructional focus calendar implemented as scheduled? What problems were encountered?
 - Were all teachers providing effective explicit instruction that addressed the FCAT-tested SSS benchmarks? What problems were encountered?
 - Were focus lessons, mini-lessons and maintenance lessons that addressed the FCAT-tested SSS benchmarks made available to teachers and used by them? What problems were encountered?
 - Were progress monitoring mini-assessments correlated to focus lessons and the FCAT-tested SSS benchmarks used to determine mastery of benchmarks during the scheduled calendar time? Did teachers use disaggregated student achievement data to redesign instruction? What problems were encountered?
 - Which and how many students were assigned to and participated in remediation or enrichment activities before, after and during the school day? Did remediation activities result in eventual mastery of the benchmarks? What problems were encountered?
 - How often did administrators visit classrooms to monitor implementation of focused instruction? What did they find? What was done with their findings? What problems were encountered?
 - Were all planned professional development activities conducted? How many and what percent of staff attended? Did participants feel the activities were worthwhile? How did participants use the knowledge and skills from the activities to improve instruction and student achievement? What problems were encountered?
 - Have school improvement efforts addressed required State Board of Education and district intervention and assistance requirements?
 - Does feedback from reviewers show that all required progress reports were completed with adequate and appropriate information and

submitted on time?

Objectives were met in the areas of Reading, Writing, Science and Mathematics.

An alignment of curriculum and assessment in Reading and Writing will be a priority for the 2008-09 school year.

All teachers will be asked to consider including an objective on their professional development plan that would address Reading and Writing in their subject area.

Training for all teachers will be planned and implemented that focuses on the assessed needs of students in Reading and Writing, Science and Mathematics.

Does the final evaluation show that objectives were met? If not, are there strategies for an analysis of why not that can be used to refocus next year's plan?