

Santa Fe High School

2008 – 2009

SCHOOL IMPROVEMENT PLAN

Executive Summary

THE SCHOOL IMPROVEMENT PLAN FOR SANTA FE HIGH SCHOOL HAS GOALS CONTINUING FROM PREVIOUS YEARS' PLANS THAT SUPPORT THE IMPROVEMENT OF STUDENT PERFORMANCE IN READING, MATHEMATICS, WRITING, AND SCIENCE. THE PLAN ALSO INCLUDES TECHNOLOGY TRAINING FOR TEACHERS IN THE USE OF WEB-BASED LESSON PLANNING. THE SCHOOL ADVISORY COUNCIL CONTINUES SUPPORT FOR TEACHERS WORKING TOWARD STATE OF FLORIDA READING ENDORSEMENT AND FOR CONTENT AREA READING ENDORSEMENT. TEACHER TRAINING IN THE NEWLY STATE - ADOPTED MATHEMATICS AND SCIENCE STANDARDS IS ALSO ADDRESSED IN THIS PLAN. THE PLAN SUPPORTS CO-TEACHING AND THE INTEGRATION OF SPECIAL DIPLOMA STUDENTS INTO STANDARD CURRICULUM CLASSES SO THEY CAN HAVE THE BENEFIT OF INSTRUCTION FROM "HIGHLY QUALIFIED" TEACHERS. THIS PLAN ALSO INCLUDES AN OBJECTIVE TO PRESERVE THE ADVANCED PLACEMENT PROGRAM WHEN LOW ENROLLMENTS JEOPARDIZE THE ABILITY OF THE SCHOOL TO CONTINUE OFFERING THE CLASS (ES).

VISION/MISSION

Our mission at Santa Fe High School is to build character and citizenship by providing a comprehensive education that fosters learning and critical thinking for a productive life.

SCHOOL PROFILE /DEMOGRAPHICS

Santa Fe High School, serving the cities of Alachua and High Springs and the surrounding rural area of approximately 275 square miles, has a current enrollment of 1168 students in grades 9-12. 94 of those enrolled students are at Santa Fe Community College in the Dual Enrollment Program. 73.9 % of the students are white, 17.9% are black, 4.9% are Hispanic, .8% are Asian, and 2.4% are from other minority populations. Both the student population and composition have remained relatively static over the last five years and are expected to continue relatively unchanged for the next five years.

The percentage of students qualifying for Free and/or Reduced Price Lunch has fluctuated from between a low of 22.3% to a high of 26.4% over the last five years. The trend has generally been an increase in the percentage of students who qualify. Recent economic developments in the community, i.e. the establishment of distribution warehouses for Dollar General and Wal-Mart, are likely to have a moderating effect on the gradual increases in the foreseeable future.

168 students (14.4% of the population) have Individual Educational Plans. The percentage of students classified in need of services has remained relatively stable over the last 5 years ranging from 11.7% to 15.6%.

The percentage of students classified as Limited English Proficient has changed little in the last five years and typically ranges from .5% to 1.0%.

SCHOOL DATA SUMMARY

Graduation Rate

The graduation rate at Santa Fe High School has exceeded the graduation rates for the district and the state for each of the last five years.

Year	School (SFHS)	District (Alachua)	State (FL)
2002-03	69.7	63.5	66.0
2003-04	73.7	64.4	68.7
2004-05	75.1	65.3	69.0
2005-06	76.9	66.4	68.3
2006-07	70.8	63.1	69.8

Dropout Rate

Dropouts are defined as students who leave school before graduation and do not enroll in another institution or educational program before the end of the school year. The dropout rate for the school is one of the lowest in the district.

Year	School (SFHS)	District (Alachua)	State (FL)
2002-03	3.2	5.1	3.1
2003-04	3.1	5.1	2.9
2004-05	3.3	5.0	3.0
2005-06	4.7	6.1	3.5
2006-07	4.9	6.6	3.3

Florida Comprehensive Assessment Test Results

The percentages of students scoring at or above grade level on the Sunshine State Standards in Writing, Reading, and Mathematics play a significant role in determining the grade assigned to the school by the State Department of Education. The longitudinal data for the performance of the students at our school are presented in the next three tables.

Percentage of 10th Grade Students Scoring 3.5 or Higher on FCAT Writing +

Year	School (SFHS)	District (Alachua)	State (FL)
2003-04	87.0	79.0	79.0
2004-05	83.0	79.0	78.0
2005-06	83.0	79.0	78.0
2006-07	87.0	82.0	79.0
2007-08	84.0	79.0	78.0

Percentage of 10th Grade Students Scoring 3 or Higher on SSS Mathematics

Year	School (SFHS)	District (Alachua)	State (FL)
2003-04	63.5	61.5	59.0
2004-05	64.0	62.0	62.0
2005-06	65.0	62.0	62.0
2006-07	70.0	62.0	62.5
2007-08	77.0	67.0	69.0

Percentage of 10th Grade Students Scoring 3 or Higher on SSS Reading

Year	School (SFHS)	District (Alachua)	State (FL)
2002-03	45.0	42.5	33.5
2003-04	40.5	43.5	33.0
2004-05	41.0	40.0	34.0
2005-06	38.5	40.0	36.0
2006-07	44.5	43.5	36.0
2007-08	47.0	45.0	38.0

FCAT Reading NRT 9th Grade (Median National Percentile Rank)

Year	School (SFHS)	District (Alachua)	State (FL)
2002-03	54.0	52.0	44.0
2003-04	53.0	49.0	44.0
2004-05	72.0	67.0	63.0
2005-06	72.0	68.0	65.0
2006-07	77.0	74.0	71.0
2007-08	75.0	74.0	67.0

FCAT Reading 10th Grade (Median National Percentile Rank)

Year	School (SFHS)	District (Alachua)	State (FL)
2002-03	56.0	52.0	46.0
2003-04	53.0	49.0	45.0
2004-05	60.0	63.0	61.0
2005-06	74.0	71.0	67.0
2006-07	63.0	63.0	60.0
2007-08	82.0	77.0	71.0

FCAT Mathematics 9th Grade (Median National Percentile Rank)

Year	School (SFHS)	District (Alachua)	State (FL)
2001-02	73.0	73.0	65.0
2002-03	75.0	74.0	66.0
2003-04	75.0	74.0	69.0
2004-05	72.0	74.0	71.0
2005-06	78.0	77.0	74.0
2006-07	78.0	77.0	74.0
2007-08	75.0	75.0	73.0

FCAT Mathematics 10th Grade (Median National Percentile Rank)

Year	School (SFHS)	District (Alachua)	State (FL)
2002-03	72.0	71.0	66.0
2003-04	75.0	70.0	66.0
2004-05	71.0	63.0	58.0
2005-06	76.0	75.0	70.0
2006-07	70.0	71.0	67.0
2007-08	69.0	68.0	63.0

School Grade (<http://schoolgrades.fldoe.org.default.asp>)

School Year	Grade	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Bonus points for 11th-12th grade Retakes	Points Earned (Sum of Previous 9 Columns)
2007-08	C	54	80	87	46	59	73	43	62	10	514
2006-07	B	51	77	95	43	55	71	43	63	10	508
2005-06	B	45	73	88		53	74	53			386
2004-05	B	49	73	90		55	75	52			394
2003-04	B	47	76	95		55	78	52			403

QUALITY STAFF

Highly Qualified, Certified Administrators

The Principal has a Specialist degree in Educational Leadership. He is certified in Educational Leadership, Biology, Chemistry, Physics, and Mathematics. He has 7 years of experience in district administration as a curriculum supervisor and director of Title I and Dropout Prevention programs. He has 12 years of experience as a high school principal including 6 years of experience in a magnet school located in a high poverty area. He is a member of the Public Liaison Advisory Council of the Florida High School Athletic Association and a member of the Board of Directors of the Florida Foundation for Future Scientists. He has served as a member of numerous school evaluation committees for the Southern Association of Schools and Colleges.

The Assistant Principal for Curriculum has an Educational Doctorate degree in Educational Leadership. She is certified in Spanish and Educational Leadership. She has 8 years of experience as assistant principal. As a teacher, she coordinated the adult education program at this school site and was a member of the School Advisory Council and other school committees. She has experience as the school internal facilitator of Southern Association of Schools and Colleges evaluations.

The Assistant Principal for Administration has an M.Ed. in Educational Leadership. He also has coursework in business coupled with his 15 years of administrative experience. He started teaching in 1975. He has taught several subjects from the elementary through community college. He also has coaching experiences in three sports. Throughout his career, he has served on numerous school district committees. He has been a member of two Southern Association of Colleges and Schools Quality Assurance Review teams.

High Quality, Highly Qualified Teachers

The school faculty, staff, and leadership team actively engage in the recruitment of certified and highly qualified teachers. Presently, the teaching staff is highly qualified in all core subject areas as defined by the Federal No Child Left Behind Act of 2001.

School Advisory Council

The School Advisory Council is the sole body responsible for final decision making relating to the implementation of Sections 1001.42(16) and 1008.345, F.S. (school improvement). The council serves in an advisory capacity to the principal of the school in the development and evaluation of the School Improvement Plan. The council meets bi-monthly to review disaggregated student performance data, climate survey data, school and SAC budget information, the School Public Accountability Report, and other items as specified by the School Board or State Department of Education. All activities of the SAC are conducted according to adopted bylaws and Statutes of the State of Florida.

Extended Learning Opportunities

The SAC has provided funding for after-school tutoring in mathematics and reading. The School District provides funding for a Credit Retrieval (CROP) program for students deficient in credit who are at risk of not graduating with their cohort group. The CROP program is offered after school during the school year and as an extended school year option during the summer.

READING GOAL

Needs Assessment:

According to the most recently published NCLB School Public Accountability Report (08/04/2008) overall, 48% of our 9th graders and 10th graders met high standards (Level 3 or Higher) on FCAT Reading. Only 15% of our black students and 27% of our economically disadvantaged met high standards. The percentages of other NCLB subgroups were not reported because of small sample sizes.

Reading Goal Statement:

All students at Santa Fe High School will perform at or above grade level in reading as measured by the state assessment test (Sunshine State Standards) by the year 2012.

Objective:

We will increase the overall percentage of students scoring at or above grade level in reading. We will increase the percentage of students in each NCLB subgroup scoring at or above performance level 3 (grade level) by at least 10 percent.

Strategies:

Students performing at Level 1 or 2 on their most current FCAT Reading test will be scheduled into Intensive Reading classes or into classes instructed by a teacher with Reading Endorsement or pursuing Reading Endorsement. The Assistant Principal for Curriculum, Registrar, and Guidance Counselors will evaluate student data and make assignments during the summer of 2008. Intensive reading classes will use a combination of State and District approved curricular materials and READ 180 as the instructional delivery programs. A reading coach will be available to assist Intensive Reading teachers and general curriculum teachers in their own professional development related to assisting low performing adolescent readers. After-school reading tutoring will be available for students who request assistance. The School Advisory Council will provide support for the updated school literacy plan. The school will continuously monitor and disaggregate student achievement data in reading to determine the effectiveness of instructional strategies. We will employ the district-developed On-Track assessment as a monitoring instrument. Informal classroom assessments will also be utilized. The district's Credit Retrieval Option Program (CROP) will be utilized with students who are credit deficient.

Evaluation:

Student progress in Intensive Reading classes will be monitored quarterly using the school district's reading inventory for 9th and 10th graders. We will also refer to Spring 2009 FCAT individual and school data reports to determine the effectiveness of our strategies.

Research-Based Program:

The Scholastic READ 180 program has been used in secondary schools for 11 years. We have used the program at Santa Fe High School for 7 years with positive results. The READ 180 program is proven effective in producing gains in student reading achievement when it is used by a qualified teacher who follows the prescribed instructional format. Other programs and materials utilized in reading classrooms will be approved and adopted by the State of Florida and the school district. Special Diploma students will be integrated into standard curriculum reading classes so they will be taught by Highly Qualified teachers in the subject area.

Professional Development Aligned with this Objective:

The reading coach will provide targeted professional development activities for teachers in research-supported strategies that have been proven to assist struggling adolescent readers. Professional development in reading will be offered to all teachers. Individual Professional Development Plans will be aligned to improvement in student reading skills. The SAC will provide stipends as incentives for teachers to pursue full reading endorsement through 12/08 and will provide stipends for content area teachers participating in the district sponsored Content Area Reading Professional Development Academy offered during the summer of 2008. The school will provide opportunities for teachers to learn about and collaboratively plan differentiated instructional techniques in reading to better meet the needs of diverse learners.

BUDGET to Support Reading Goal:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Researched Program(s)	Read 180 On Track State and District approved Instructional Materials	Grant and District District District and State	Already Purchased District developed and supported Already Purchased	
Research-Based Resource(s)	.5 Reading Coach	District Allocated		
Technology	Read 180 Computers and Servers	School Supplied		
Professional Development	Stipends for Full Reading Endorsement through 12/08 Stipends for Content Area Reading Professional Development Academy (Summer 2008) Differentiated Instruction	SAC SAC	\$1,500 \$5,000 \$600	
Other	School Literacy Plan Reading Tutoring	SAC SAC	\$1,000 \$2,000	
		Total:	\$10,100	

READING ELEMENTS

Highly Qualified Certified In-Field Instructors:

All teachers with teaching assignments in Intensive Reading are certified to teach English 9-12. Additionally, N. Miller is currently pursuing State of Florida Reading Endorsement. K. Brennan, M. Curtis, and P. Osteen, and D. Barlow have earned the full Reading endorsement through a State of Florida approved program.

MATHEMATICS GOAL

According to the most recently published NCLB School Public Accountability Report (08/04/2008) overall, 74% of our 9th graders and 10th graders met high standards (Level 3 or Higher) on FCAT Mathematics. Only 45% of our black students and 52% of our economically disadvantaged met high standards. The percentages of other NCLB sub-groups were not reported because of small sample sizes.

Mathematics Goal Statement:

All students at Santa Fe High School will perform at or above grade level in mathematics as measured by the state assessment test (Sunshine State Standards) by the year 2012.

OBJECTIVE FOR MATHEMATICS

We will increase the overall percentage of students scoring at or above grade level in mathematics. We will increase the percentage of students in each NCLB subgroup scoring at or above performance level 3 (grade level) by at least 10 percent.

Strategies:

Santa Fe High School will continue to provide Algebra 1A and 1B instruction using the Cognitive Tutor Program developed by Carnegie Learning Systems. The Assistant Principal for Curriculum, Registrar, and Guidance Counselors will evaluate student FCAT data and make assignments into the Algebra 1A and 1B classes during the summer of 2008. Special Diploma students will be integrated into standard curriculum mathematics classes so they will be taught by Highly Qualified teachers in the subject area. After-school mathematics tutoring will be available. The school will continuously monitor and disaggregate student achievement data in mathematics to determine the effectiveness of instructional strategies. We will employ the district-developed On-Track assessment as a monitoring instrument. Informal classroom assessments will also be utilized. The district's Credit Retrieval Option Program (CROP) will be utilized with students who are credit deficient.

Evaluation:

We will analyze Spring 2009 FCAT individual and school reports to determine the effectiveness of our strategies.

Research-Based Program

The Cognitive Tutor mathematics program, developed by Carnegie Learning Systems, has been evaluated and shown to significantly improve standardized test scores for Students with Disabilities and Speakers of Other Languages. Santa Fe High School has used the Cognitive Tutor program for 6 years. Our students and school consistently score above the state and district averages as measured by the FCAT Mathematics test.

Professional Development Aligned with this Objective:

Personnel will be trained on the use of Cognitive Tutor upgrades as needed. The school will provide opportunities for teachers to learn about and collaboratively plan differentiated instructional techniques in mathematics to better meet the needs of diverse learners.

BUDGET to Support Mathematics Goal:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s)	Cognitive Tutor Texts Maintenance fees	SAC	\$2,500	
Research-Based Resource(s)	After School Tutoring	SAC	\$3,000	
Technology				
Professional Development	Cognitive Tutor Update Training Stipends Differentiated Instruction	SAC	\$200 \$600	
Other				
		Total:	\$6,300	

MATHEMATICS ELEMENTS

Highly Qualified Certified In-Field Instructors:

All of the mathematics teachers at Santa Fe High School are fully certified and highly qualified to teach the mathematics courses they are assigned to teach. F. Diven and E. Buck are certified in Middle Grades Mathematics. M. Lederl, G. Davis, M. Johnson, B. Hinote, L. Roberts, W. White are Certified in Mathematics 9-12.

WRITING GOAL

Needs Assessment:

According to the most recently published NCLB School Public Accountability Report (08/04/2008) overall, 96% of 10th graders achieved a score of Level 3 or higher on FCAT Writing. Only 84% of our black students and 88% of our economically disadvantaged achieved a score of level 3 or higher. The percentages of other NCLB sub-groups were not reported because of small sample sizes.

Writing Goal Statement:

By 2012, All 10th grade students taking the FCAT writing test for the first time will meet high standards by scoring at or above 3.5 on the spring writing test administration.

OBJECTIVE FOR WRITING:

85% of the 10th graders at Santa Fe High School will achieve a score of 3.5 or above on the 2009 administration of the FCAT Writing test. The percentage of students scoring 3.5 or higher in each NCLB subgroup will increase by 10%.

Strategies:

Teachers of 9th and 10th graders will incorporate expository and persuasive writing strategies into their daily lesson plans. The Write Traits program will continue to be supported by the School Advisory Council.

Evaluation:

We will refer to spring 2009 FCAT individual and school reports to determine the effectiveness of our strategies.

Research-Based Program:

The Write Traits writing program has been evaluated and shown to significantly improve writing scores for the student of teachers who participate in the training. Santa Fe High School has a teacher who was trained as a lead teacher to assist others in the implementation of Write Traits strategies in their classrooms.

Professional Development Aligned with this Objective:

Training in Write Traits strategies will be offered to teachers during the 2008-09 school year.

BUDGET to support Writing Goal:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s)	Write Traits Training Materials		Already Purchased	
Research-Based Resource(s)				
Technology				
Professional Development	Stipends for teacher training		\$1,200	
Other	Supplies for Training		\$200	
		Total:	\$1,400	

SCIENCE GOAL

Needs Assessment:

Only 46% of our 11th grade students met high standards (Level 3 or Higher) on FCAT Science. The statewide average is 38%. New Science Standards were adopted by the State Board of Education in January 2008. Future state assessments will measure performance relative to the newly adopted standards.

Goal Statement:

By 2012, All 11th grade students at Santa Fe High School will perform at or above grade level and will meet or exceed the state expected annual learning gains in Science as measured by the Florida Comprehensive Assessment Test.

OBJECTIVE FOR SCIENCE

The overall percentage of students who achieve level 3 or higher on FCAT Science will exceed 50% and the percentage of students in each NCLB subgroup scoring at or above level 3 on the FCAT Science test will improve by at least 10 percent.

Strategies:

The principal will participate in the Florida PROMiSE Principal Project throughout the 2008-09 school year to assist in development of a statewide plan to implement the "Next Generation" mathematics and science standards. Members of the Santa Fe High School science and mathematics departments will participate in school-based teacher professional development related to the newly adopted Standards in mathematics and science. The school will continuously monitor and disaggregate student achievement data in science to determine the effectiveness of instructional strategies. We will employ the district-developed On-Track assessment as a monitoring instrument. Informal classroom assessments will also be utilized. The district's Credit Retrieval Option Program (CROP) will be utilized with students who are credit deficient. Advanced Placement classes will provide acceleration and enrichment activities.

Evaluation:

We will refer to Spring 2009 FCAT individual and school reports to determine the effectiveness of our strategies.

Research-Based Program:

Florida PROMiSE is a project funded by the Math and Science Partnership Office of the United States Department of Education. PROMiSE (Partnership to Rejuvenate and Optimize Mathematics and Science Education) addresses the need to improve the mathematics and science achievement of students through principal and teacher professional development.

Professional Development Aligned with this Objective:

This is entirely a professional development objective.

BUDGET to Support Science Goal:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s)				
Research-Based Resource(s)				
Technology				
Professional Development	Teacher Stipends	SAC	\$1,000	
Other				
		Total:	\$1,000	

SCIENCE ELEMENTS

Highly Qualified Certified In-Field Instructors

All teachers in the science department are fully certified to teach the courses they are assigned. J. Camerlengo – Biology and Biotechnology and National Board Certification, J. Jett – Biology and Environmental Science, D. Desantis – Anatomy and Physiology, W. McDavid – Earth/Space Science and Biology, C. Wertz – Physics, D. Courtney – Biology and Chemistry, J. Joliceaux - Chemistry

PARENTAL INVOLVEMENT GOAL

Needs Assessment:

There is an ongoing need to communicate with and involve parents in matters related to the academic success of their children. The Climate Survey administered in Spring of 2008 acknowledges parent support and appreciation of our efforts to provide parents with information relative to the academic performance of their students.

Goal Statement:

Santa Fe High School will make every effort possible to involve parents directly in the academic success of their children.

OBJECTIVES FOR PARENTAL INVOLVEMENT

Objective:

We will continue to provide parents with information important to educational decisions related to the academic success of their children.

Strategies:

The school will mail report cards, academic newsletters, and "Notes from the SAC" on a quarterly basis directly to parents/guardians. We will also use Certified Mail to inform parents of Academic Improvement Plans and the Graduation deficiencies of Seniors.

Evaluation:

We will include a question on our Climate Survey for Parents in the spring of 2009 that specifically addresses the school's efforts to keep parents informed about the academic success of their students. We expect that the response to the question will indicate that parents believe we are attempting to keep them informed.

Research-Based Program:

Best Practices and Strategies for Parent/Family Involvement outreach.msu.edu/bpbriefs/issues/brief30.pdf

Professional Development Aligned with this Objective:

No specific training is associated with this objective.

BUDGET to support Parental Involvement Goal:

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)		Mailing report cards, newsletters, "Notes from the SAC", AIP and Graduation Deficiency notifications. Mail Student Schedules Climate surveys, SAC administration costs	\$3,000	
Technology				
Professional Development				
Other				
		Total:	\$3,000	

Air Quality Goal

Needs Assessment

Indoor air quality affects the health and safety of students and staff.

Goal Statement

The school will support district and state initiatives for safe indoor air quality.

Objective

Our objective is to maintain the highest possible indoor air quality for our students and staff.

Strategies

The school will investigate and document all environmental indoor air quality complaints. The school will report complaints to the district environmental coordinator for district action.

Evaluation

The school will maintain a file of all reported environmental air quality complaints. The file will include copies of all work orders submitted to the district office for remediation.

Research-Based Program

This is a requirement of the State Department of Education. Addressing Air Quality issues as they occur is consistent with standard building maintenance practices.

Professional Development Aligned with this Objective

There is no specific professional development required to support this objective.

Health Goal

Needs Assessment

Obesity is a health risk factor in the general population.

Goal Statement

The school will provide the best possible environment that promotes healthy food and beverage selections for all students.

Objective

The school will maximize the offering of healthy beverages in the cafeteria and vending operations.

Strategies

The school will prohibit the vending of carbonated drinks to the students. The principal will work directly with the food service manager and district director of food services to insure that all vending machines in the cafeteria offer healthy alternatives to students.

Research-Based Program

The American Medical Association promotes the initiative.

Professional Development Aligned with this Objective

None required

Professional Development in Technology Goal

Needs Assessment

The Alachua County School District Comprehensive K-12 Reading Plan requires the periodic monitoring of teacher lesson plans for evidence of support of the Sunshine State Standards. In addition, students who are absent need immediate access to missed homework assignments.

Goal Statement

All teachers will utilize technology for instructional planning and teacher/student and teacher/parent communication.

Objective

The instructional staff of Santa Fe High School will utilize Web-Based Instructional planning.

Strategies

The School Advisory council will provide resources for the school to purchase web-based teacher planning software that records data about which state standards are being addressed and what homework is being assigned. School and district administration can access standards data and students and parents can access homework information. Professional Development will be provided to teachers in the use of the planning software.

Evaluation

The school administration will monitor the percent of teacher utilization of Web-Based lesson planning throughout the school year. It is expected that at least 90% of the teachers will utilize the web-based system by the end of the school year.

Research-Based Program

The Web-based planning initiative supports the Alachua County School District's Comprehensive K-12 Reading Plan.

Professional Development Aligned with this Objective

Professional Development opportunities will be provide to teachers at the school site. Stipends will be provided to teachers participating in the training at times extending beyond the teacher contract day.

BUDGET to support Professional Development in Technology Goal:

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	District and State of Florida required monitoring of teacher lesson plans. Web-Based lesson planning site for each faculty member.	SAC funding	\$1,600	
Research-based Resource(s)				
Technology				
Professional Development	Stipends for teachers in use of planning software	SAC funding	\$200	
Other				
		Total	\$1,800	

Learning Environment Goal

Needs Assessment

High school students typically need assistance in organizing their assignments, project completion dates, appointments, etc. They also need readily accessible reminders of school policies.

Goal Statement

We will maximize student organizational and planning skills.

Objective

100% of our students will have a copy of a planner/organizer.

Strategies

The school will provide a student planner/organizer with school policies to every student.

Evaluation

We will include a question on the Climate survey administered to students, parents, and faculty related to the usefulness of the student planner/organizer.

Budget to support Learning Environment Goal:

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)	Purchase and preparation of Planner	SAC	\$6,000	
Technology				
Professional Development				
Other				
		Total	\$6,000	

Advanced Placement Preservation Goal

Needs Assessment

Inadequate state support for education threatens the financial stability of being able to offer Advanced Placement classes with low enrollments. Because the allocation of teacher units to a school is driven by total school enrollment, the school is forced to eliminate classes with small enrollments. Advanced Placement classes should be offered by the school even if the numbers of students requesting the classes do not meet the allocation thresholds established by the school district.

Goal Statement

We will continue to develop and support our Advanced Placement program and insure it is available to qualified students in spite of inadequate state support.

Objective

No Advanced Placement classes should be eliminated because of low enrollments.

Strategies

The School Advisory Council will fund teacher units as required to preserve Advanced Placement classes with low enrollments.

Evaluation

We will determine the number of classes preserved by this funding.

Budget to support Advanced Placement Preservation Goal

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)				
Technology				
Professional Development				
Other	2 Periods of AP Classes	SAC/AP	\$20,000	
		Total	\$20,000	

SAC MEMBERS:

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

Bill Herschleb – Principal

Kay Thomas – Chairperson/Parent

Sandra Burgess/Parent

Kim Standifer – Parent

Pam O'Steen – Teacher

Paul Turney – Teacher

Josh Jett – Teacher

Jim Forrester – Community Member

Bryan Williams – Community Member

Clovis Watson – Community Member

Robert Freeney – Career Service

Alex Wigglesworth – Student

Greg Milliken - Student

TOTAL BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s)	See Above	School Advisory Council through Lottery (LOT) and Advanced Placement (ADS) allocations.	\$4,100	
Research-Based Resource(s)	See Above	School Advisory Council through Lottery (LOT) and Advanced Placement (ADS) allocations.	\$12,000	
Technology				
Professional Development	See Above	School Advisory Council through Lottery (LOT) and Advanced Placement (ADS) allocations.	\$10,300	
Other	See Above	School Advisory Council through Lottery (LOT) and Advanced Placement (ADS) allocations.	\$23,200	
		Total:	\$49,600	

Implementation Evaluation

Evaluation of this plan will be based on the FCAT results from the Spring 2009 administration. Adequate progress for this plan will be achieved if at least 65% of our students attain a score of Level 3 or higher in reading and at least 68% of our students attain a score of at least Level 3 in mathematics. Additionally, writing proficiency for each NCLB subgroup will improve by at least 1% and the graduation rates for each NCLB subgroup will improve by at least 1%.