

# **EXECUTIVE SUMMARY**

Santa Fe High School

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, and mathematics. This year's plan includes strategies to improve student performance in writing and science and strategies that complement the district's comprehensive K-12 literacy initiative. This year's plan also has a component to implement expanded summer guidance services.

### School Grades:

2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006
<u>B</u>	<u>A</u>	<u>B</u>	<u>B</u>	<u>B</u>

### 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 is located in northwest Alachua County between the communities of Alachua and High Springs. The school population of approximately 1,300 students is 74 % white, 19% African America, 4% Hispanic, and 3% Other. 23 % of our student population is economically disadvantaged. 16 % of our students qualify for services in Exceptional Student Education.

### Quality Staff

#### Highly Qualified Certified Administrators

List your school's highly qualified administrators and briefly describe their experience with increasing student academic achievement. Some schools indicated staff here.

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 10 years of experience as a high school principal including 6 years of experience in a magnet school located in a high poverty area. His schools in both previous and present assignments have consistently earned state grades of either "B" or "A". In each of the last three years, more than 50% of the students in the lowest quartile have made adequate yearly learning gains in reading and mathematics.

The Assistant Principal for Curriculum has an Educational Doctorate degree in Educational Leadership. She is certified in Spanish and Educational Leadership. She has 6 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 key school coordinator of Southern Association of Schools and Colleges evaluations.

The Assistant Principal for Administration has a Specialist degree in Educational Leadership. He is beginning his second year as a school administrator. He is certified in Educational Leadership and Mathematics. He has experience as a Mathematics teacher and Behavior Resource Teacher in magnet schools located in high poverty areas.

## Additional Requirements

### Teacher Mentoring

Describe your school's Teacher Mentoring Program.

The school utilizes the teacher induction program of the Alachua County School District. The program assigns a mentor teacher to teachers new to the profession. The mentor teacher meets regularly with the new teacher both formally as a member of the induction team that includes a site-based administrator and informally on an as-needed basis. The site administrator observes the teacher new to the profession using the Screening Summative Observation Instrument of the Florida Performance Measurement System. After the initial observation, the teacher new to the profession develops a Professional Development Plan that includes at least one objective in student performance and other objectives based on areas of needed improvement as determined by the initial observation. Mentor teacher and teacher new to the profession review and develop lesson plans and discuss delivery and evaluation criteria. The team meets formally to review progress on the individual professional development plan.

### School Advisory Council

Describe the activities of the School Advisory Council.

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.

### Communication with Parents

Describe the actions being taken to provide written notification to parents of each student in the format that the parents can understand. Also attach a copy of the communication sent to parents.

The SAC has appropriated funding to send copies of Student Report Cards at the end of each 9-week grading period. In addition, the SAC includes an Academic Newsletter and Notes from the SAC, a publication describing the activities of the SAC and notifying and inviting participation of the parents in scheduled SAC meetings.

### Extended Learning Opportunities

Describe the programs that are provided before and after school, during the summer, and during the extended school year.

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.

### Adequate Progress Statement

Describe the adequate progress for your school due to the implementation this school improvement plan.

Santa Fe High School will make adequate progress for this plan if the following criteria are met: 51% of our students are achieving at or above Level 3 on FCAT Reading, 56% of our students are achieving at or above Level 3 on FCAT Mathematics, 90% of our students achieve 3.0 or higher on FCAT Writing. Alternatively, there will be at least a 10% improvement of students considered at or above grade level in reading and mathematics for each of the NCLB defined subgroups.

## GOAL: Reading

### Goal Statement

All 9<sup>th</sup> and 10<sup>th</sup> 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 Reading as measured by the Florida Comprehensive Assessment Test.

### Needs Assessment

Overall, 43% of our 9<sup>th</sup> graders and 34% of our 10<sup>th</sup> graders met high standards (Level 3 or Higher) on FCAT Reading. Neither our school or any of the NCLB subgroups achieved the state and national expectation of at least 44% of the students scoring at or above grade level in reading.

### Objective

We will increase the overall percentage of students scoring at or above grade level in reading and we will increase the percentage of students in each NCLB subgroup scoring at or above 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 2006. Parents and students will be notified of placement decisions before the beginning of school. Intensive reading classes will use a combination of Jamestown Readers and READ 180 as the instructional delivery programs. A reading coach will be available to assist teachers in their own professional development related to assisting low performing adolescent readers. After school reading tutoring will be available for students on Monday- Thursday. All teachers with primarily 9<sup>th</sup> and 10<sup>th</sup> grade students will be assigned to reading/writing groups to explore how reading and writing strategies can be supported across the curriculum. The school will provide support for the updated school literacy plan.

### Evaluation

Student progress in Intensive Reading classes will be monitored every 9 weeks using the computer-based SRI Reading Inventory. We will also refer to Spring 2007 FCAT individual and school reports to determine the effectiveness of our strategies.

### Research-Based Program

The Scholastic READ 180 program has been used in secondary schools for 9 years. We have used the program here at Santa Fe High School for 5 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.

### Professional Development Aligned with Objective

The reading coach will provide targeted professional development activities in strategies for struggling adolescent readers. Professional development will be offered to Intensive Reading and subject area teachers. Individual Professional Development Plans will be aligned to improvement in student reading skills. The SAC will continue to provide stipends to teachers pursuing State of Florida Reading endorsement at the equivalent of no more than two, sixty hour components per calendar year.

**Budget for Reading**

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	READ 180	Grant Funding SAC already purchased		
Research-based Resource(s)	Stipends for after school Reading tutoring. Update and support the School Literacy Plan	SAC funds	2,000	
		SAC funds	700	
Technology				
Professional Development	Stipends for Teachers pursuing Reading Endorsement. Stipends for reading/writing across the curriculum.	SAC funds	11,000	
Other				
		<b>Total</b>	13,700	

**Reading Elements: Highly Certified In-Field Instructors**

Please provide a list of and a brief narrative about the certified quality instructors in reading.

All teachers with teaching assignments in Intensive Reading are certified to teach English 9-12. Additionally, teachers, L. Wright, J. Hartman, P. Doody, and N. Gillman are currently pursuing State of Florida Reading Endorsement. K. Brennan, M. Curtis, and P. O'Steen have earned the endorsement.

## GOAL: Mathematics

### Goal Statement

All 9<sup>th</sup> and 10<sup>th</sup> grade students at Santa Fe High School will perform at or above grade level or exceed the state expected annual learning gains in Mathematics as measured by the Florida Comprehensive Assessment Test.

### Needs Assessment

Overall, 73% of our 9<sup>th</sup> and 10<sup>th</sup> graders performed at or above grade level (Level 3 or Higher) on FCAT Mathematics. 74 % of our 9<sup>th</sup> and 10<sup>th</sup> graders made state expected annual learning gains in Mathematics. None of the NCLB subgroups achieved the state and national expectation of at least 50% of the students scoring at or above grade level in mathematics.

### Objective

We will increase the percentage of students in each NCLB subgroup scoring at or above level 3 on the FCAT Mathematics test by at least 10 percent and greater than 73% of our combined 9<sup>th</sup> and 10<sup>th</sup> graders will attain level 3 or higher on the FCAT mathematics test.

### 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 2006. Text materials to support the Cognitive Tutor program will be purchased by the school. Parents and students will be notified of placement decisions before the beginning of school. After-school mathematics tutoring will be available for students on Monday- Thursday.

### Evaluation

We will refer to Spring 2007 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 4 years and our students have consistently scored 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.

**Budget for Mathematics**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total Available (Numbers Only)</b>	<b>Unmet (Numbers Only)</b>
Research-based Program(s)	Cognitive Tutor Maintenance Fees	SAC funds	2,500	
Research-based Resource(s)	After-School Tutoring	SAC funds	3,000	
Technology				
Professional Development	Cognitive Tutor Update Training Stipends	SAC funds	200	
Other				
		<b>Total</b>	5,700	

**Mathematics Elements: Highly 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.

## GOAL: Writing

### Goal Statement

All 10<sup>th</sup> 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.

### Needs Assessment

88% of our 10<sup>th</sup> grade students achieved a score of 3.5 or higher (meeting high standards) on the 2006 administration of the FCAT Writing test (Expository and Persuasive combined).

### Objective

90% of the 10<sup>th</sup> graders at Santa Fe High School will achieve a score of 3.5 or above on the 2007 administration of the FCAT Writing test (Expository and Persuasive combined). Each NCLB subgroups will increase the percentage of students scoring 3.5 or higher by 10%.

### Strategies

We will establish 9<sup>th</sup> and 10<sup>th</sup> grade teams of teachers to discuss and implement the integration of writing skills into 9<sup>th</sup> and 10<sup>th</sup> grade classes. The teams will be lead by teachers who have been trained in "Write Traits" curriculum or teachers particularly successful in improving student performance in writing. Teachers will integrate these strategies into their instruction

### Evaluation

We will refer to Spring 2007 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 two teachers who were trained as lead teachers to assist other teachers in the implementation of Write Traits strategies in their classrooms.

### Professional Development Aligned with this Objective

9<sup>th</sup> and 10<sup>th</sup> grade teachers will be trained on the use Write Traits strategies for improving their student's writing scores across the curriculum.

### Budget for Writing

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	Write Traits	Already purchased		
Research-based Resource(s)				
Technology				
Professional Development	Stipends for teacher training	SAC funds	1,200	
Other				
		<b>Total</b>	1,200	

## GOAL: Science

### Goal Statement

All 11<sup>th</sup> 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.

### Needs Assessment

43% of our 11<sup>th</sup> grade students met high standards (Level 3 or Higher) on FCAT Science. The statewide average is 35%.

### Objective

We will increase the overall percentage of students who achieve level 3 or higher on FCAT Science to at least 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

Santa Fe High School will supplement newly implemented science text materials with materials specifically developed to support FCAT science standards. These materials will be made available to science teachers with a high percentage of 11<sup>th</sup> grade students. The materials will be used with the students periodically throughout the year prior to the Spring FCAT administration.

### Evaluation

We will refer to Spring 2007 FCAT individual and school reports to determine the effectiveness of our strategies.

### Research-Based Program

Supplemental text materials will employ the same question format as the questions developed for the research-based FCAT Science test.

### Professional Development Aligned with this Objective

Personnel will be trained on the use of the supplemental materials.

### Budget for Science

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	FCAT Supplemental Materials	SAC funds	2,000	
Research-based Resource(s)				
Technology				
Professional Development	Stipends for Training in the use of materials	SAC funds	200	
Other				
		<b>Total</b>	2,200	

### Science Elements: Highly Certified In-Field Instructors

All of the science teachers at Santa Fe High School are fully certified and highly qualified to teach the science courses they are assigned to teach.

## Goal: Parental Involvement

### Goal Statement:

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

### Needs Assessment

There is an ongoing need to communicate with and involve parents in matters related to the academic success of their children.

### 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 2007 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  
<http://osi.fsu.edu/waves/wave6.pdf> Promising Partnership Practices 2003

### Budget for Parental Involvement

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)	Mailing report cards, newsletters, "Notes from the SAC", AIP and Graduation Deficiency notifications		6,000	
Technology				
Professional Development				
Other				
		<b>Total</b>	6,000	

## Goal: Air Quality

### Goal Statement

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

### Needs Assessment

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

### 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.

## Goal: Health

### Goal Statement

The school will provide the best possible environment that promotes good health and physical fitness for all students.

### Needs Assessment

Obesity is a health risk factor in the general population.

### Objective

The school will maximize the offering of healthy beverages in all 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 offer healthy alternatives to students.

### Research-Based Program

The American Medical Association promotes the initiative.

### Professional Development Aligned with this Objective

None required

## Goal: School Environment

### Goal Statement

Santa Fe High School will provide the best possible personalization for individual students

### Needs Assessment

The school is projected to serve a population of in excess of 1,200 students during the 2006-07 school year. Guidance counselors are allocated to the school on the basis of 1 counselor for every 375 students. A student population of 1,200 students generates 3.2 guidance counselors according to the board approved staffing formula.

### Objective

The school will provide additional counseling and course selection services for students during the summer months.

### Strategies

The School Advisory Council will fund the salary and fringe benefits for 20 additional days of counselor services during the summer months.

### Evaluation

We will evaluate this success of this objective using a question(s) on the annual climate survey for students and parents.

### Research-Based Program

Breaking Ranks II: Strategies for Leading High School Reform, a publication of the National Association of Secondary Principals, makes a strong argument for personalizing the school environment. Much of the personalization referred to can be facilitated by additional guidance services.

### Professional Development Aligned with this Objective

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

### Budget for School Environment - Guidance

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	Salary and Benefits for 20 days (Guidance)	SAC funding	\$3,400	
		<b>Total</b>	\$3,400	

## Goal: Professional Development in Technology

### Goal Statement

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

### 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.

### 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

This 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 for Technology

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.	SAC funding	1,300	
Research-based Resource(s)				
Technology				
Professional Development	Stipends for teachers	SAC funding	300	
Other				
		<b>Total</b>	1,600	

## Goal: Learning Environment

### Goal Statement

We will maximize student organizational and planning skills.

### 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.

### 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 for School Environment – Student Planner

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)	Purchase of Planner	SAC/AP	6,000	
Technology				
Professional Development				
Other				
		<b>Total</b>	6,000	

## Goal: Learning Environment

### Goal Statement

We will promote the Implementation of the Facility Master Plan

### Needs Assessment

Santa Fe High School was built in 1956. The core facility was designed for 850 students. The school population has expanded to 1,300 students. Since 1956, minor projects have been completed that were designed to meet specific program requirements. With the exception of an expansion of the administrative area in the 1970s, there have been no significant additions or renovations to the core facilities to accommodate the increased enrollment. A master plan has been completed that, when implemented, will bring the facility up to current state standards. Funding to implement the project does not exist within the state or district budget.

### Objective

The public will support a ½ cent sales tax for school construction.

### Strategies

We will educate the public about the necessity to support a ½ cent sales tax as a source of revenue to expand and renovate the facility to appropriately meet the needs of our students.

### Evaluation

We will evaluate the success of our initiative on the outcome of a referendum that will take place sometime in the future.