

**2007-2008
SCHOOL IMPROVEMENT PLAN**

**School Name: SIATech Charter High School
School Number: 118**

Date of Public Hearing: _____

Signatures of Approval

Principal: Michael LaRoche Date: 12/15/07

SAC Chair: Kristin Mallory Date: _____

Cluster Chief: _____ Date: _____

2007-2008
SCHOOL IMPROVEMENT PLAN

School Name: SIATech Charter High School

School Number: 118

2007 School Performance Grade: N/A

Vision/Mission:

Vision:

SIATech Charter High School is committed to delivering a rigorous and innovative curriculum that integrates technology with academics for our “at-promise” students that allows them to achieve their academic goals and become life long learners in an ever-changing society.

Mission:

SIATech Charter High School will provide our “at-promise” students with a complete real life learning experience in a technology rich environment while encouraging them to strive for academic excellence through a rigorous, competency-based, and challenging curriculum.

School Profile Demographics:

SIATech Charter High School are located on Jacksonville Job Corps centers nestled on 29 tree-lined acres just north of downtown Jacksonville, the Jacksonville Job Corps Center has a lot to offer current and prospective SIATech students at its brand new campus. New educational and vocational buildings, dorms and gymnasium offer a great environment for students to work on their education and train for a career.

SIATech re-engages disconnected students through an innovative curriculum that integrates technology with academics and provides the opportunity to earn a high school diploma. SIATech provides a rigorous core academic program coupled with an elective program emphasizing workplace readiness and vocational certification.

This extraordinary program is possible because of a partnership with the federal Job Corps program. The partnership allows disadvantaged youth the opportunity to complete their secondary education in a technology-rich, classroom-based environment that supports academic achievement, vocational training, and workplace readiness. The use of a high-tech, motivating, integrated curriculum that is competency-based rather than seat-time dependent, provides incentive for students to build their skill set and achieve their goals.

SIATech has an ethnically and culturally diverse population of approximately 191 students. 78% of the students live residentially on campus and 22% live at home. One hundred percent of students attending our school have been designated as disadvantaged by the U.S. Department of Labor and qualify for a free lunch program. A large percentage of students attending SIATech have dropped out of the traditional public school system without earning their high school diploma. The district-wide goal is to reduce the number of Dropouts. According to the Florida Department of Education Dropout Rate Report 2006-2007, for Duval County, the dropout rate was 5.2% this equates to over 6497 drop outs in the district during the 06-07 school year. SIATech is a dropout recovery/drop out prevention program. We fit perfectly into the safety net for the district initiatives.

SIATech Jacksonville is in the fourth year of operation. Typically our students come to us with a Grade Point Average ranging from 0.38 to 1.90. 95% of our students who have taken the Florida Comprehensive Achievement Test (FCAT) prior to coming to our school are at an achievement Level 1. In order to graduate in the state of Florida, the student must achieve a score of 300 in both Math and Reading on the FCAT.

The student demographics are as follows:

| | White | Black | Hisp | Asian | Indian | Multi | Fem | Male | Total |
|------------|-------|-------|------|-------|--------|-------|------|------|-------|
| # Students | 21 | 140 | 21 | 1 | 0 | 8 | 98 | 93 | 191 |
| Percentage | 10.9 | 73.2 | 10.9 | .52 | 0 | 4.2 | 51.3 | 48.7 | 100 |

School Profile/Demographics:

School Achievement Data:

Links to Florida School Grades, NCLB AYP, FCAT results

2007-2008 Disaggregated Data

School Accountability Report

(Alternative School- No grade reported)

School Match (schools TBD)

SIATech will continue to schedule visits to schools of similar demographics or circumstances to obtain different perspectives and unique practices. Three schools visited during the 2006-2007 school year were SIATech Charter High School Gainesville, SIATech Charter High School Homestead Florida, and SIATech Charter High School Miami Gardens. All these schools will be scheduled for additional visits during the 2007-2008 school year.

Highly Qualified Certified Administrators/High Performance Management

Principal: Michael LaRoche earned a BS and MS degree in Industrial Technology and Management Technology from the University of Wisconsin-Stout. He earned a M.Ed. degree in Educational Leadership (all levels), from the University of North Florida. Mr. LaRoche administrative experience includes 11/2 years as an Assistant Principal at Lake Placid Middle School and 1 1/2 years as a District Administrator at Duval County Public School System. Mr. LaRoche has over 16 years of teaching experience. This is his second year with SIATech Charter High School.

***Recruitment/Retention of Highly Qualified Teachers**

Describe strategies to recruit and retain high-quality, highly qualified teachers to high-need academic areas.

One of the three SIATech organizational goals is to attract and retain quality staff. SIATech recruits highly qualified teachers by providing a positive, supportive and healthy work environment with a focus on professional development. SIATech uses a team of highly qualified master teachers to provide subject area expertise for the core content areas and technology. SIATech provides training opportunities on a national level and encourages teachers to participate in district and state level trainings. SIATech encourages teachers to bring creativity and innovation to the learning environment and to participate in learning. In addition, SIATech provides a competitive salary and benefit package.

- **Staff list** - Please attach a copy of the Staff List in MS Word .doc format only!
[Name, Area(s) of Certification, Teaching Field(s), Professional or Temporary Certificate, Number of Years Teaching]

SIATech - Jacksonville Charter School

2007-2008 Teacher Roster

Date: Nov 30, 2007

| Name | Hire Date | Term. Date | Certified | Certificati on Area(s) | Teaching Assignment | In-Field | | Sta Full Time |
|-----------------|-----------|------------|--|---|--|----------|---|---------------|
| | | | 1 – Reg Cert 2 – Temp Cert 3 – Letter of Eligibility | | | Y | N | |
| Ronald Milligan | 2/18/2005 | | 1 | Eng 6-12 PE k-12 ESOL k-12 | English, Reading | X | | X |
| Hiep Nugyen | 12/7/2005 | | 2 | Math 6-12 Chemistry 6-12 Comp. Scien K-12 | Math Computer Science | X | | X |
| Kathryn Cooley | 8/1/2005 | | 1 | ESOL K-12 ESE K-12 Elem Ed 1-6 | ESE | X | | X |
| Robert Hayeck | 5/9/2005 | | 1 | E/S Scien 6-12 Social Studies 6-12 ESOL k-12 | Am. Hist., Economics, Wd Hist., Amer. Gov. | X | | X |
| Michael LaRoche | 6/26/2006 | | 1 | Education Leadership(All) Indust. Arts – Tech. Ed 6-12 ESOL k-12 | | X | | X |
| John Twomey | 10/3/2005 | | 3 | Computer Science k-12 Elementary Education k-6 | Computer Science | X | | X |
| Sarah Spaulding | 8/24/07 | | 3 | Biology 6-12 | Biology | X | | X |

ADDITIONAL REQUIREMENTS

School-Wide Improvement Model

Describe the research-based school improvement model at your school. How is this model being implemented and how has it helped student achievement?

SIATech students have demonstrated small gains in mathematics and reading from the FCAT Fall 2007-Retake exam results. However, students have made modest gains in mathematics and reading with the ACT exam. Math remains a challenge for our students, as a result, we have added an assistant and offer professional development to ensure that all students have the opportunity to be successful. Literacy and numeracy is the number one priority at SIATech Charter High School.

The Continuous Improvement Model (CIM) is being used to drive student achievement. This model is data driven in which instruction is driven by the results of assessment. Students are assessed according to an eight-step plan.

CIM Model

Test Score Desegregation:

Students FCAT and ACT test scores are analyzed to determine areas of strengths and weaknesses, so that individualized and/or group instruction, test preps, and weekly goals can be prioritized around those areas.

Timeline:

Strong emphasis is placed on weekly academic performance and projection by analyzing student attendance, truancy, instructor's evaluation, and planned or unplanned separation from the Job Corps program

Instructional Focus:

Individualized and small group instruction is delivered to our at-risk students through close collaboration with Job Corps and our corporate office Learning Support Team (LST). The best practice reading strategies is applied to enhance student comprehension and vocabulary skills. The twelve key words that every student should know to become test wise by Richard Bell are also used.

Assessment:

Students are assessed daily and provided quick feedback on coursework that re-engages disconnected students through an innovative curriculum that integrates technology with academics. Students obtain mastery of each lesson with a passing score of 80% or better. Individualized or group instruction is provided to all students when problems are identified.

Tutorials and Enrichment:

Our program provides a placement exam which allows teachers to identify students' academic level. Our program also provides tutorials and real life learning experiences to enhance students learning,

while sharpening their skills. Students needing additional lesson support are encouraged to review the lesson tutorials. Peer support is encouraged in all classrooms with the instructor as teacher/coach.

Maintenance:

FCAT and ACT Test Prep reviews are part of our daily academic routine. However, the high point of our academic program is the Creative Technology & Senior Project class. Here, students address Florida Sunshine State Standards and other content standards, while refining their technology and multimedia skills using industry standard software, such as Photoshop, Illustrator, Dreamweaver, Flash, AutoCAD, and MS-Office software. Students also further explore and elaborate upon content themes started in other SIATech classrooms, as well as continue developing thinking, language, research, and organization skills. The capstone of Creative technology & Senior Projects experience is the students' Final Presentation, where, using multimedia technology, they orally present and reflect to their student peers and SIATech staff their best work, including writings from English, projects from Math, computer art & animation, a simulated business plan, a historical newsletter, a play script with storyboard and/ or short film; and a professional portfolio website. Students complete the class with skills to succeed in college and the modern workplace.

Monitoring:

Management by walking around is conducted daily as a show of support, leadership visibility, and to ensure that all instructors' are working towards the school mission. There are two formal and two informal teacher observations throughout the year, as part of our teacher review process. Staff meetings are held at least once per month to discuss general concerns. Ongoing Monday evening collaboration to address key concerns and to prioritize school goals. SIATech's staff also participate in the leadership and other important activities planned by our partners ATSI at Job Corps.

NCLB Public School Choice – Describe the process used to provide parents with written notification on the academic progress of their child's school in a format and language parents can easily understand.

SIATech in partnership with Job Corps derive the majority of our students from the Job Corps program. Most of our students live away from home and reside in dorms on the Job Corps campus. Eighty percent of these students are age 18 or above. Parental Involvement, minimally, includes a yearly open house, two graduations a year, as well as an open door policy whenever parents are in town for a visit. A student/parent welcome letter is given to each student. SIATech has a website with a link to our specific school www.siatech.org. Most parent communication is through phone calls between staff and the parent. We have an exit survey that parents fill out electronically or on a hard copy with a self-addressed addressed, stamped envelope for return.

Public School Choice Notice to Parents

Attach document (upload online and include in district plan)

Notification of SINI Status (upload online and include in district plan)

Preschool Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs:

Teacher Mentoring

Describe your school's Teacher Mentoring Program.

The district office representative, Jenny Anthetz oversees the TIP program for new teachers. Michael LaRoche, our principal, chairs our current mentoring program together with Mr. Robert Hayeck and Kathryn Cooley. Mr. LaRoche works with all our teachers, both first year and seasoned teachers, on group instruction, classroom management, curriculum development, and assessment of student needs. Mentors and beginning teachers participate in staff development provided by SIATech Corp. Office including: SACS Workshops, Principal's Meetings, Board Workshops, ESE Workshops, professional subscriptions, professional collaboration, Professional Development Facilitator Workshops by the district, program evaluation, Analyzing the alignment of the Con Tech curriculum to the SSS Reading, round table curriculum discussions in their applicable discipline with SIATech Learning Support Team. Round tables are held quarterly with participants sharing the information with remaining staff to enhance cross training.

Extended Learning Opportunities/Safety Nets

Students receive one-on-one tutoring and group instruction to meet specific needs of the individual or group. The greater majority of students reside on campus in dorms with

supplemental educational materials provided in the dorm study areas. Internet access is available in the dormitories for student use; they are supervised by Independent Living Advisors. SIATech has established a student library in the dormitories for students to access in the evenings and on weekends as well as a virtual library. Learn To Read tutors are utilized for students with reading difficulties. Vocational instructors tutor students one-on-one in all academic subjects.

- FCAT PREP: After- school tutoring will be offered to all students leading up to the FCAT exams. Highly qualified teachers will provide instruction for the FCAT prep classes in a small group learning environment
- ACT PREP: Students taking the ACT exam will be offered preparation classes after school leading up to the exam. These classes will be offered in a small group learning environment
- Flexible Student Schedule: Although, students are placed on a “A/B” Master Schedule, that offer academics for one week or half-a- day and trade the other, all students schedule are subject to change at their request or on staff recommendations.
- TARGETED MONITORING: SIATech’s staff will update weekly GradeBook, Genesis, PowerSchool, and Job Corps Center Information System to provide monitoring information on student academic progress. This information will be used to provide early intervention and address suggestions leading to academic improvement.
- Read 180: All students that need reading remediation as evident by their TABE /FCAT scores are schedule at least 2 blocks per day in the Read 180 labs. The READ 180 is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. READ 180 is proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. READ 180 includes Six Components of Success, crucial elements that enable students to succeed through a systematic program of reading intervention. The Six Components of Success are as follows:

1. Scientific Research Base

The scientific development of READ 180 began in 1985 when Dr. Ted Hasselbring of Vanderbilt University developed breakthrough software that used student performance data to individualize, adjust, and differentiate the path of reading instruction. Research continued through the 1990s as it was put to the test in Florida's Orange County public school system.

2. Proven Results

READ 180 is proven to work. Students who enter the program unable to read proficiently experience

success and become readers. After ten years of research in association with Vanderbilt University and over six years in schools, READ 180 has brought significant gains in reading proficiency for the students who need it most.

3. Comprehensive Instruction

READ 180 includes a Teaching System that equips - and trains - educators to deliver effective reading, writing, and vocabulary instruction to struggling readers. Teachers receive a rich and engaging curriculum of skills instruction, point-of-use professional development, a variety of assessment tools, and reports that link to resources for differentiating instruction. The Teaching System makes it easy for teachers to cover essential skills while meeting individual needs.

4. Purposeful Assessment

Only READ 180 gives you the power to track and analyze student performance at every step. A variety of instruments accurately assess students to identify their most urgent needs, enabling the program and teachers to adjust instruction accordingly.

5. Data-Driven Instruction

READ 180 is the only program of its kind that uses assessment data so effectively to differentiate instruction. The READ 180 Software continually adjusts the level of instruction based on student performance. Actionable reports and periodic checkpoints alert teachers to students' needs and direct them to resources for individualizing instruction.

6. Professional Development

Scholastic has designed a comprehensive implementation training, an online course, and teaching materials that integrate professional development to provide educators with the background, teaching routines, and instructional support they need, when they need it.

- Accelerated Math: All students that need remediation in math as evident by their TABE or FCAT scores will be schedule at least 2 blocks per day in the accelerated math classroom. Accelerated Math is supported by scientifically based research which consistently demonstrates that Accelerated Math implemented with proven best classroom practices, enables students improve their math skills, while saving time and reducing paperwork. The program automatically score student assignments and enter the score in the electronic grade book. Accelerated Math is excellent for use in supplemental program, such as those administered before and after school.
- After school Peer Tutoring in any of the core subject areas, schedule through Job Corps guidance counselors
- Cluster Teams: Provides learning opportunities for students to engage in real life learning experiences via small group activities and by referrals.
- Career Success Standards (CSS): CSS is a way of life for SIATech's students at Jacksonville Job Corps. The CSS program offers students an extended learning opportunities with the following:

1. Workplace Relationships & Ethics- The student will leave the Job Corps Program with the ability to productively interact with co-workers and deal with problems and situations with honest, integrity and responsibility.
 2. Communications- The student will leave the Job Corps Program with the ability to listen actively follow directions and communicate with others to solve problems and accomplish tasks.
 3. Personal Growth and Development- The student will leave the Job Corps Program with the personal skills, attributes and behavior that foster confidence and drive for life-long growth.
 4. Interpersonal Skills- The student will leave the Job Corps Program with the ability to get along with others and adjust to a variety of social and professional situations.
 5. Information Management—the student will leave the Job Corps Program with the ability to interpret and evaluate data, organize and maintain information, and use technology to perform work.
 6. Multicultural Awareness—the student will leave the Job Corps Program valuing diversity and cultural sensitivity and able to work with people of different backgrounds and cultures.
 7. Career and Personal Planning—the student will leave the Job Corps Program with a personal plan that outlines a step-by-step process for entering and advancing in a fulfilling career.
 8. Independent Living—the student will leave the Job Corps Program capable of finding, managing and utilizing the resources needed to live independently.
- Work Base Learning: Provides hand-on learning opportunities for students in the real work place. Students are given the chance to put theory into practice by the expertise in their field
 - MY READING COACH: A research-based computer program designed to teach phonemic awareness, fluency, and comprehension. This program will perform an initial and ongoing evaluation and review to insure student competency. Level 1 and most Level 2 students will be enrolled in this course. Student progress will be monitored daily by instructors. Program-generated progress reports information will be used to identify student weaknesses and suggested strategies for improvement.
 - LEXIA: (Strategies for Older Students) - A research-based computer program, is designed to help students acquire and improve basic reading skills, with focus on developing and reinforcing automatic word recognition skill. Student progress will be monitored daily by instructors. Program-generated progress reports will be used to identified student weaknesses and strategies for improvement.

ACADEMIC CASE LOAD: All teachers will collaborate with Job Corps guidance counselors

as part of their academic intervention, serve on Job Corps panels to review student's academic performance, and provide initial academic counseling in a timely manner.

Note: Please refer to the District K-12 Comprehensive Reading Plan – for content related questions.

Schools Graded C or Below (new State requirement, Sec. 1001.42(16)(a), F.S.

Professional Development

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

Disaggregated Data

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

SIATech Charter High School will utilize both the ACT and FCAT scores by strand as the initial student data set. In addition, the school will also use Renaissance Place and TABE scores to determine student learning gains during the school year to gauge the effectiveness of the instructional strategies in each classroom.

Informal and Formal Assessments

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

SIATech Charter High School High will use a variety of mini-assessments as an informal method of assessment. Mini-assessments are created by the teachers for each core curriculum area and are given during group instruction or individualized lessons. The assessments are designed to be quick and revealing.

Formal assessments to be used at SIATech are:

ConTech Curriculum Assessments

TABE, Test of Adult Basic Education

SRI reading (Provides students' grade level equivalent scores)

STAR Math test (Provides students' grade level equivalent scores)

End of Module Exams

End of Course Exams

FACT

ACT

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods used to support remediation, acceleration, and enrichment strategies.

SIATech Charter High School diploma program uses both teacher-delivered and computer-assisted instruction with an individualized education plan for each student. Small classrooms and a low student-to-teacher ratio contribute to student success. Career technical training and an emphasis on "real learning for real life" ensures that students emerge with skills needed for higher education, the military or careers with opportunities for advancement.

Schools Offering Any Grades 6 through 12 Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.)

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the box below.

For each principle that is not checked, Please address it in the box below.

Different Innovative Approaches to Instruction : **School -wide Improvement Model**

Responsibility of Teaching Reading for Every Teacher: **School-wide Improvement Model**

Quality Professional Development for Teachers and Leaders: **Teacher Mentoring**

Small Learning Communities (SLC): **Extended Learning Opportunities/Safety Nets**

Intensive Intervention in Reading and Mathematics: **Extended Learning Opportunities/Safety Nets**

Course Choice Based on Student Goals/Interests/Talent: **Students are given to opportunity to choose a career path after their forth week on center, during that time they are given information about their academic choices-GED or an high school diploma track from the Academic Review Team**

Master Schedules Based on Student Needs: **Extended Learning Opportunities/Safety Nets**

Parental Access and Support: **NCLB Public School Choice**

Applied and Integrated Courses: **School-wide Improvement Model**

Academic and Career Planning: **Extended Learning Opportunities/Safety Nets**

GOALS

Goal 1: Academic Performance (Reading)

District/School Target(s) for All Students in All Curriculum Groups:

- All students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).
- All students tested will show at least one year's growth over the previous year on the FCAT Reading Standards component (SSS).

Needs Assessment:

Did all student subgroups meet AYP targets?

- NO
Did 50% or more of lower 25% make learning gains?
- YES
Did 50% or more make learning gains?
- NO
Did the percent proficient increase?
- No

Needs Assessment: SIATech Charter High School in partnership with Jacksonville Job Corps serve an At-Promise student population; 99% have previously dropped out of school, qualify for free and reduced lunch and, the majority, have been out of school for a substantial period of time. Six percent of our population has achieved a passing score on the FCAT in school year 2005-2006.

The following data is based upon the 2006 results of the FCAT Reading Standards component (SSS):

- Of all subgroups tested, 0% of all 9th and 0% of all 10th graders scored level 3 or higher. SIATech does not have any eligible subgroups.

List objectives that have been developed to address specific problems, identified as needs based on the analysis of student performance and other data disaggregated by NCLB subgroups, FCAT level, and FCAT strands/clusters/elements.

1. Objective:

Objective: 58 % of all sub groups will score level 3 or above on the 2008 FCAT Reading.

Evaluation/Accountability:

Assessing student-reading levels using TABE, SRI (Scholastic) or other research based reading assessments. All students will have a weekly academic goal plan that will be monitored by their Instructor. Students will be required to complete all lesson with a “C” or better.

| Strategies (including timeline) | Lead Person/Team | Resources Needed |
|--|--|---|
| <ul style="list-style-type: none"> • Utilize Curriculum and Instruction study team to implement action plan for School Improvement. • Materials that address reading in the content area and FCAT skill sets will be purchased/developed for use in the classrooms and tutorial program. Such as My Reading Coach, Lexia, and FCAT Test Prep Booklets. • Intensive test prep sessions for all students that have not passed the Reading FCAT or ACT will be offered through out the year. • Provide a model literacy classroom in all SIATech’s labs • Provide teachers the opportunity to participate in reading strategies develop by the Learning Support Team (LST), Reading Coach, and the district • Provide data –TABE, FCAT, ACT or others to assist teachers in improving instructional delivery for reading in the content areas and understanding of main idea/purpose, comparisons, and reference. Research. • Implement targeted skills lessons to small groups and individuals to focus on FCAT Reading Strands • Provide meaningful and grade level reading materials for the classrooms and dormitory. • Display the standards, rubrics and samples of students work • Teacher Meetings will focus on reading strategies for main idea/purpose, comparisons, and reference/research. • Teachers will use materials reflective of the format and context of FCAT and ACT including questions stem based on Bloom’s taxonomy • Each SIATech classroom will contain leveled classroom reading materials for students’ | <p>Principal</p> <p>Principal, Teachers, Curriculum Support Team</p> <p>Testing Specialist</p> <p>Principal</p> <p>Principal</p> <p>Curriculum Support Team – SIATech and Classroom</p> <p>Teachers</p> <p>Principal</p> <p>Teachers</p> <p>Principal/Teachers</p> <p>Teachers</p> <p>Teachers</p> | <p>None</p> <p>\$1000.00</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>(FEFP funding)</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> |

| | | |
|--|----------------------------------|--|
| <p>use during independent, shared or guided reading.</p> <ul style="list-style-type: none"> • Small group lesson plans will be bi-weekly accompanied by reading activities, assessment and results • Administrator will monitor classroom instruction daily. The reading coach will provide support with emphasis placed on implementation of research-based reading strategies. | <p>Teachers</p> <p>Principal</p> | |
| | | |

| | | |
|--|--------------------------------|--------------------------------|
| <p>2. Objective:</p> | | |
| <p>Evaluation/Accountability:</p> <p>SIATech students who complete the curriculum will reflect the 58% goal of passing the FCAT</p> | | |
| <p>Strategies (including timeline)</p> | <p>Lead Person/Team</p> | <p>Resources Needed</p> |
| | | |
| | | |

Research-Based Program:

Read 180
The Florida Continuous Improvement Model

Professional Development aligned with this objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):

Teacher training will be ongoing throughout the 2007-2008 school year.
All teachers are required to participate in the annual training by LST with a focus on reading strategies across the curriculum.

Budget:

| Issues to Address | Describe Resources | Funding Sources | Total (funds) Available |
|--|--------------------------------------|--|--------------------------------|
| *Research-Based Program(s) (Instructional Materials) | English ConTech | FEFP | \$5500.00 |
| *Research-Based Resource(s) (e.g. websites, assessment tools) | Instructional Materials And Supplies | FEFP and Instructional Materials (Categorical Funds) | \$1300.00 |
| Technology | Computers | Technology, Categorical | Technology, Categorical |
| Professional Development | Travel/Workshops | FEFP and Teacher Training, Categorical | \$1800.00 |

| | | | |
|--------------|----------|---------------|-----------|
| Other | Read 180 | FEFP | \$1500.00 |
| | | Total: | \$10,100 |

***Highly Qualified Certified In-Field Instructors:** List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are **NOT** highly qualified. Describe the support and professional development being planned and provided for these professionals.

SIATech collaborate closely with the district on professional development opportunities for new and veteran teachers.

Mr. Milligan is the SIATech English teacher addressing student reading skills. He is currently working with the district to complete his reading endorsement. He is currently working on the 1st and 2nd reading components.

Goal 1: Academic Performance (Mathematics)

District/School Target(s) for All Students in All Curriculum Groups:

- All students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).
- All students tested will show at least one year’s growth over the previous year on the FCAT Mathematics Standards component (SSS).

Needs Assessment:

Did all student subgroups meet AYP targets?

- No
Did 50% or more of lower 25% make learning gains?
- Yes
Did 50% or more make learning gains?
- No
Did the percent proficient increase?
- No

SIATech Charter High School in partnership with Jacksonville Job Corps serve an At-Promise student population; 99% have previously dropped out of school, qualify for free and reduced lunch and, the majority, have been out of school for a substantial period of time. Of all subgroups tested, 25% of 10th graders scored level 3 , 12% of 11th graders scored level 3, and 4.5% of 12th graders scored level 3, or higher on the Fall 2007 FCAT Retake. (SIATech does not have any eligible subgroups)

List objectives that have been developed to address specific problems, identified as needs based on the analysis of student performance and other data disaggregated by NCLB subgroups, FCAT level, and FCAT strands/clusters/elements.

1. Objective:

Objective: 62 % of all sub groups will score level 3 or above on the 2008 FCAT mathematics exam.

| Strategies (including timeline) | Lead Person/Team | Resources Needed |
|---|--|--------------------------------------|
| <ul style="list-style-type: none"> • Use of STAR Math Assessment • Utilize Curriculum and Instruction study team to implement action plan for School Improvement. • Students in need of remediation, including those in the lowest quartile in math achievement will participate in a competency | <p>Teacher/Principal</p> <p>Principal</p> <p>Teacher/Principal</p> | <p>FEFP</p> <p>N/A</p> <p>\$1500</p> |

| | | |
|--|-----------------|------------|
| <p>based intensive math technology program that have state standards embedded within the curriculum.</p> <ul style="list-style-type: none"> • Applicable Internet sites will be used for review. | <p>Teachers</p> | <p>N/A</p> |
| | | |
| <p>Evaluation/Accountability:</p> <ul style="list-style-type: none"> • STAR math assessments (Accelerated Math Program from Renaissance) • Execute daily and weekly assessment with focus on SSS to monitor student progress and re-evaluate instructional strategies. • Upload completed student courses into our student information system, Power School • TABE –Pretest & Posttest | | |
| <p>Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <p>Teacher training will be ongoing throughout the 2007-2008 school year</p> <ul style="list-style-type: none"> • SIATech collaborative math focus groups • SIATech collaborative math curriculum round tables • Addressing the needs of ‘Special needs students’ infused throughout trainings • SIATech annual “At-Promise National Conference” • Duval trainings-math/teaching & learning • State training-math/teaching & learning | | |

2. Objective:

SIATech ongoing review/modification of the intensive test-prep program.

| Strategies (including timeline) | Lead Person/Team | Resources Needed |
|---|--|--|
| <ul style="list-style-type: none">• Use of materials to address FCAT skills in class and tutorial programs• Intensive test prep sessions for all students that have not passed the Math FCAT or ACT.• Applicable Internet sites will be used for review.• Ongoing refinement/review of the FCAT/ACT Math Teacher Resource Guide. | Principal/Teachers Teachers Teachers Teachers/Curriculum Support Team | \$1000.00 N/A N/A N/A |
| | | |

Evaluation/Accountability:

50% of SIATech students who complete the mathematics curriculum will pass the FCAT Mathematics assessment or the ACT exam.

Research-Based Program:

STAR, Accelerated Math Program
Plato Math

Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):

Plato math training for Math Teachers Throughout the 2007-2008 school year

Budget:

| Issues to Address | Describe Resources | Funding Sources | Total (funds) Available |
|--|--|--|--------------------------------|
| *Research-Based Program(s) (Instructional Materials) | Math Curriculum Accelerated Math/Star | FEFP Purchased in Previous years. | \$16,000.00 |
| *Research-Based Resource(s) (e.g. websites, assessment tools) | Instructional Materials And Supplies | FEFP and Instructional Materials (Categorical Funds) | \$3000.00 |
| Technology | Computers, Robotics | Technology, Categorical and Start up Grant | \$5000.00 |
| Professional Development | Travel/Workshops | FEFP and Teacher Training, Categorical | \$1800.00 |
| Other | | | |
| | | Total: | \$25,800.00 |

***Highly Qualified Certified In-Field Instructors:** List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are **NOT** highly qualified. Describe the support and professional development being planned and provided for these professionals.

SIATech collaborate closely with the district on professional development opportunities for new and veteran teachers.

Hiep Nyguen is the SIATech Math teacher. He is currently working on his professional teaching certificate.

Goal 1: Academic Performance (Writing)

District/School Target(s) for All Students in All Curriculum Groups:

- All students tested will score 4.0 or higher on FCAT Writing.

50% percent of students who complete the SIATech's curriculum will score a level four or higher on the FCAT writing.

Needs Assessment:

Did the percent proficient increase? No

SIATech Charter High School in partnership with Jacksonville Job Corps serve an At-Promise student population; 99% have previously dropped out of school, qualify for free and reduced lunch and, the majority, have been out of school for a substantial period of time.

Objective (NCLB requires at least a 1% improvement):

80% percent of SIATech students who complete the SIATech ELA curriculum will improve their writing skills: as measured by a pre and post writing assessment, based on a 4 point rubric, scoring double-blind

| Strategies (including timeline) | Lead Person/Team | Resources Needed |
|---|--|-----------------------------------|
| <ul style="list-style-type: none">• To utilize our computerized English curriculum program that has the writing embedded within that program.• To incorporate writing in all areas of the curriculum as applicable.• Applicable Internet site will be used.• Additional Writing FCAT materials will be purchased/developed for use in the classroom. | English Teacher Curriculum team/Teachers Teachers Principal | N/A N/A N/A \$700.00 |
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| <p>Evaluation/Accountability:</p> <ul style="list-style-type: none"> ● Students will successfully complete assigned writing modules assessment that encompass writing skills aligned with SSS for writing. This assessment result will be uploaded to Power School to be monitored by the Site Leader. ● The FCAT writing rubric will be used to complement the computer-based learning program. ● Execute daily and weekly assessment with focus on SSS to monitor student progress and re-evaluate instructional strategies. ● Students will be required to complete three writing assignments as part of their Senior Projects graduation requirements. These writing assignments will consist of starting your own business, creating a historical newsletter, and writing and producing a play. | | |

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| <p>Research-Based Program:</p> |
| <p>Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <ul style="list-style-type: none"> ● Teachers will attend local writing workshops that are provided by the District Staff Development Department. ● Instructors will attend writing workshops provided by SIATech. ● Instructors will share workshop information to all instructors for implementation to other subject areas when applicable |

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Budget:

| Issues to Address | Describe Resources | Funding Sources | Total (funds) Available |
|---|---|--|--------------------------------|
| *Research-Based Program(s) (Instructional Materials) | English Contec Read 180 | FEFP | \$20,000.00 |
| *Research-Based Resource(s) (e.g. websites, assessment tools) | Instructional Materials And Supplies | FEFP and Instructional Materials (Categorical Funds) | \$5000.00 |
| Technology | Computers | Technology, Categorical and Start up Grant | \$8000.00 |
| Professional Development | Travel/Workshops | FEFP and Teacher Training, Categorical | \$2000.00 |
| Other | | | |
| | | Total: | \$35,000.00 |

Goal 1: Academic Performance (Science)**District/School Target(s) for All Students in All Curriculum Groups:**

- All students tested will score 3 or higher on FCAT Science.

Needs Assessment:

SIATech Charter High School in partnership with Jacksonville Job Corps serve only at risk students with 99% who have previously dropped out of school and in most cases have been out of school for a substantial amount of time.

1. Objective:

To prepare our students to be successful on the 2008 FCAT Science Test.

| Strategies (including timeline) | Lead Person/Team | Resources Needed |
|---|----------------------------|-------------------------|
| <ul style="list-style-type: none"> • To continue to add modules to our new science program/curriculum. | Curriculum Team Science | N/A |
| <ul style="list-style-type: none"> • To continue to enhance our Science Lab. • To utilize appropriate science internet sites | Teacher/Principal | \$500.00 |
| <ul style="list-style-type: none"> • To produce a FCAT Teacher Resource Guide. | Curriculum Team/Teacher | N/A |
| <ul style="list-style-type: none"> • Use small group instruction to enhanced lesson | Teacher | N/A |
| <ul style="list-style-type: none"> • Conduct ongoing formative and summative assessment to evaluate student understanding of the SSS in science | Principal | |
| <ul style="list-style-type: none"> • Develop and maintain supplemental reading materials | Principal/ Teacher | \$500.00 |
| <ul style="list-style-type: none"> • Implement classroom inquiry activities, using cooperative grouping and individual work to develop students' science process skills and problems solving ability | Teacher | |

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| <ul style="list-style-type: none"> Implement the use of technology in solving real life problem, such as computer lab simulations and Unit X to increase student kinesthetic learning experiences and organizational skills | Teacher | \$200.00 |
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Evaluation/Accountability:

Students will be better prepared to pass the FCAT when it becomes a requirement for graduation. Students will successfully complete modules through testing and instructors will sign off each competency after successful completion.

Research-Based Program:

SIA Tech uses the interactive instructional computer based program PLATO to enrich student learning.

Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):

- Instructor will attend applicable Science workshops offered by the District and SIATech.
- Instructors will share this information with all SIATech Instructors to enhance cross training and implementation to other disciplines when appropriate.

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Budget:

| Issues to Address | Describe Resources | Funding Sources | Total (funds) Available |
|--|--------------------------------------|--|-------------------------|
| *Research-Based Program(s) (Instructional Materials) | Science Curriculum | FEFP | \$5000.00 |
| *Research-Based Resource(s) (e.g. websites, assessment tools) | Instructional Materials And Supplies | FEFP and Instructional Materials (Categorical Funds) | \$1300.00 |
| Technology | Computers & Unit X lab Materials | Technology, Categorical and Start up Grant | \$2000.00 |
| Professional Development | Travel/Workshops | FEFP and Teacher Training, Categorical | \$1800.00 |
| Other | | | |
| | | Total: | \$10,100.00 |

***Highly Qualified Certified In-Field Instructors:** List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are **NOT** highly qualified. Describe the support and professional development being planned and provided for these professionals.

SIATech collaborate closely with the district on professional development opportunities for new and veteran teachers.

Sara Spaulding is a first year teacher working on her professional teacher certification in Biology.

*Parental Involvement

Needs Assessment:

Over ninety percent of our students are not local students and reside on campus. Additionally fifty percent of our students are over the age of 18, so parent involvement remains a major challenge.

Objective: To increase the amount of parent involvement by seven percent especially for students under eighteen years of age.

| Strategies (including timeline) | Lead Person/Team | Resources Needed |
|---|---|---------------------------------------|
| <ul style="list-style-type: none"> • Timely notification of events that involve parents (graduations, Open Houses etc.). • Welcoming school atmosphere upon parent arrival on center • All students will receive a bi-monthly progress report • The school newsletter will be sent to each student home • Parent will be encourage to serve on SIATech Board | Principal Principal/ Teachers Principal Principal Principal | N/A N/A N/A \$1000.00 N/A |
| | | |

Evaluation/Accountability:

- Parent call log
- Absentee Record
- Remediation Attendance Records
- Signed contracts

Increased parental involvement and attendance at scheduled parent activities as well as improved parental involvement on satisfaction surveys will be ongoing.

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| Researched-Based Program |
| Professional Development Aligned with this Objective |

Budget:

| Issues to Address | Describe Resources | Funding Sources | Total (funds) Available |
|-------------------|--------------------|-----------------|-------------------------|
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***Return On Investment (ROI)**

Note: If you **previously** had "Return on Investment" listed under "Additional Goals", **please copy-and-paste** the information into the newly-required ROI goal fields (listed under "Goals") **before deleting the old ROI goal** (listed under "Additional Goals").

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| Needs Assessment: N/A | | |
| Objective: N/A | | |
| Strategies (including timeline) | Lead Person/Team | Resources Needed |
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| N/A | | |
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| Evaluation/Accountability: N/A | | |

ADDITIONAL GOALS – Not required by DOE

School Safety and Discipline

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| Needs Assessment: Over ninety percent of our students reside on campus, so this is a 24/7 issue. Safety is a priority, which Job Corps, our partner, takes very seriously. | | |
| Objective: To ensure that the SIATech facility located on the Jacksonville Job Corps Site meets state and district guidelines for Students' safety. | | |
| Strategies (including timeline) | Lead Person/Team | Resources Needed |
| <ul style="list-style-type: none"> • Work cooperatively with the Fire Marshall/Job Corps and district personnel to meet required standards in a timely manner • To report any Drug Issues or concerns to the Job Corps Standard of Conduct Officer and the Safety Officer ASAP or within 24 hours. • Provide both SIATech and Job Corps Safe Workplace training for all staff including fire and emergency evacuations. | Principal Teachers/Principal Teachers/Principal | N/A N/A N/A |
| | | |
| Evaluation/Accountability: | | |

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| Fire and disaster Drill Logs are kept in compliance with state and Federal Regulations. |
| Research-Based Program |
| Professional Development Aligned with this Objective |

Budget:

| Issues to Address | Describe Resources | Funding Sources | Total (funds) Available |
|-------------------|--------------------|-----------------|-------------------------|
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Final Budget Summary:

| Issues to Address | Describe Resources | Funding Sources | Total (funds) Available |
|--|--------------------------------------|--|-------------------------|
| *Research-Based Program(s) (Instructional Materials) | English ConTec | FEFP | \$5500.00 |
| | Math Curriculum | FEFP Purchased in Previous years. | \$16,000.00 |
| | Accelerated Math/Star | | |
| | ConTech Read 180 | FEFP | \$20,000.00 |
| | Science Curriculum | FEFP | \$500.00 |
| *Research-Based Resource(s) (e.g. websites, assessment tools) | Instructional Materials And Supplies | FEFP and Instructional Materials (Categorical Funds) | \$1300.00 |
| | Instructional Materials and supplies | FEFP and Instructional Materials (Categorical Funds) | \$3000.00 |
| | Instructional Materials And Supplies | FEFP and Instructional Materials (Categorical Funds) | \$ 5000.00 |
| | Instructional Materials And Supplies | FEFP and Instructional Materials (Categorical Funds) | \$ 1300.00 |
| Technology | Computers, Robotics | Technology, Categorical and Start up Grant | \$5000.00 |
| | Computer & Unit X Lab Materials | Technology, Categorical and Start up Grant | \$2000.00 |

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|---------------------------------|------------------|--|------------------|
| | Computers | Technology, categorical and Start up Grant | \$8000.00 |
| Professional Development | Travel/Workshops | FEFP and Teacher Training, Categorical | \$7400.00 |
| Other | | | |
| | | Total: | 75,000.00 |

SAC Members

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| <p>*List the names of the SAC members and the groups they represent.</p> <ul style="list-style-type: none"> • Kristin Mallory, SAC Chair • Rev. Desi Echoles, Community Leader • Ludence Parsons, Job Corps Instructor • Anthony Reid, Job Corps Instructor • Shara Mondy, Parent • Karen Keaton, Student • Michael LaRoche, Principal • Kathryn Cooley, Teacher • Robert Hayeck, Teacher |
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| <p>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.</p> |
| <p>SIATech students', who complete the curriculum, will strive to reach the Proficiency targets for no child left behind, 58 % passing reading and 62 percent passing the math FCAT.</p> <p>African American students who complete the SIATech curriculum will meet the requirements for NCLB on the FCAT.</p> <p>LEP students, who complete the SIATech curriculum, will be assisted in meeting the requirement for</p> |

graduation through individualized instruction in reading and utilize the Ellis Program.

Students with disabilities will be served as dictated by their individual educational plan. Students with disabilities will meet all the required courses for graduation as dictated by the pupil progression plan.

Competency-based curriculum materials will be utilized for computer-assisted instruction. A four-week extensive test prep series will be instituted in math, reading, writing, and test taking strategies.