

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: St. Johns Technical High School	District Name: St. Johns County School District
Principal: Wayne King	Superintendent: Dr. Joseph Joyner
SAC Chair: Jeanine Livingstone	Date of School Board Approval: 11/13/2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

List your school’s administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Wayne King	B.A. --Flagler College M.S. --Jacksonville University Certifications: Educational Leadership Physical Education 6-12 School Principal	2	12	Tenure at Landrum and Switzerland Point saw high performance. Landrum has been rated an A for all of my time here. We have also seen an improvement in Learning Gains especially with our SWD population. Prior Experience at St. Johns Technical High School resulted in expertise in the Continuous Improvement Model. St. Johns Technical High School for three years. School improved from an "F" to a "D".

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Assistant Principal	Cynthia A. Williams	B.A.- Florida A&M University M.A. –Florida A&M University Certifications: Guidance & Counseling School Principal	1	12	Cynthia A. Williams, Assistant Principal, comes to SJTHS as an administrator of a school that made a “D” in the 2008-09 school year. This school’s leadership team and staff implemented effective instructional practices to improve the school grade to a “B” in both 2010 and 2011. While serving at a critically low elementary school in 1997, Ms. Williams also served as a guidance counselor and reading teacher to support the school’s mission to improve academic performance. The next year, Ms. Williams was selected to receive the 1998 St. Johns County School District “Teacher of the Year” Award. Ms. Williams has a long history of supporting students with disabilities, first generation students, and at risk populations as she served as the Coordinator of Student Support Services at Florida A&M University (TRIO Programs, Federal Grant Program).
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading and Literacy	Jessica Hattaway	BA-- Psychology, George Mason University MS Rehabilitation Counseling Univ. of North Florida Certifications: Exceptional Student Education k-12 Middle Grades Integrated Curriculum 5-9 Reading Endorsement	2	4	Mrs. Hattaway's experience, background in ESE and Reading, is vital in the position. Experience at St. Augustine High School is also key. Jessica is also leading our Continuous Improvement Model and her efforts resulted in 77% Alice B. Landrum's SWD making Learning Gains.
Math	Helen Crawford-Connolly	BS. Psychology, GSU M.ED University of North Florida. Certifications: Educational Leadership Emotionally Handicapped k-12 Mathematics 5-12 Social Sciences 6-12	2	2	Mrs. Crawford-Connolly is a highly qualified National Board certified teacher. She has 22 years of experience teaching high need students. At her previous schools, she served in various realms of leadership such as Team Leader, new teacher mentor, and SAC committee. 80% and high Learning Gains for Students with Disabilities. 94% of her Algebra students scored higher than the state's average on end of course exams.
Science	Bruce Manley	BA Middle Grades Math/ Science Certifications: General Science 5-9 Mathematics 5-9	2	2	Mr. Manley has been a Science teacher for two years in the Duval county school district. He had the highest 8 th grade FCAT scores at the school, and also had 92% of his 7 th grade students pass the End Of Course exam (district average was 54%).

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. Utilization of district PATS program	Principal	ongoing
2. With the support of the SJCSD, we only hire teachers who meet NCLB's Highly Qualified requirements	Principal, School Turnaround Specialist, Human Resources Director	ongoing
3. Signing/retention bonuses will be paid to all employees. Performance rewards will be paid to all employees at a rate of 2% of salary if school grade improves, to all instructional personnel who incorporate identified CRISS and Capturing Kids Hearts strategies into instruction, and additional funds to reading and math teachers whose students make annual gains.	Principal, School Turnaround Specialist, Human Resources Director	ongoing

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	None

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
18	22% (4)	45% (8)	45% (8)	17% (3)	28% (5)	100%	45% (8)	11% (2)	39% (7)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Reid Conner	Amber Lane	Ms. Lane is a tier 1 teacher and Mr. Conner is a highly effective teacher of same content	Regular weekly check-in meetings before school. Two-way classroom observations.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Helen Crawford-Connolly	Erin Tackett	Ms. Tackett is a tier 1 teacher and Mrs. Crawford-Connolly is a highly effective teacher of same content area	Helen will observe Erin's classes and provide feedback. She will also identify and deliver appropriate professional development as needed.
Jessica Hattaway	Megan Keegan	Ms. Keegan is a tier 1 teacher and she is new to the district.	Jessica will observe Megan's classes and provide feedback. She will also identify and deliver appropriate professional development as needed.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

SJTHS is fortunate to be a Title I school and awarded a School Improvement Grant (SIG), which allows the school to hire additional personnel to assist students who struggle in reading. Specifically, the SIG provides funds for one full time reading teacher and a large portion of a second reading teacher. In addition, the district has assigned a Turnaround Specialist to work with SJTHS full time to assist the principal and teachers in school improvement. All SJTHS teachers are highly qualified and adhere to best practices that ensure student performance. These include ongoing progress monitoring of students. SJTHS uses the Florida Assessment in Reading (FAIR) which is a research-based, comprehensive program to diagnose reading deficiencies. Teachers prescribe reading strategies for students at all reading levels based on FAIR results. Other research-based strategies include: FCAT Explorer, Discovery Assessment, Compass Learning, Plato lab, Florida Achieves and Reading Plus to monitor progress and deliver supplementary instruction and remediation in math, science, reading, writing and social studies.

Title I, Part C- Migrant

Migrant students are identified and served through the district office. A Migrant liaison provides information to migrant families and arranges for various services, as needed.

Title I, Part D

The APEX/LEAP Program for eligible middle school students who are off grade level by at least one year is offered at SJTHS. Successful students may exit the program once they are back on grade level and join their zoned high school or remain at SJT to complete high school while earning a technical certification.

Title II

Professional development throughout the St. Johns School District is carefully organized, scheduled and monitored by the Title II, Part A, Director of Staff Development. The department utilizes the BBPPRO system for posting, tracking and evaluating professional development. SJTHS faculty and staff participate in workshops offered by the district.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Title III N/A
Title X- Homeless District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds allotted to salary and benefits of intensive reading teacher and to help provide transportation for Tuesday/Thursday Real-Life Connections Extended Learning Period.
Violence Prevention Programs There is a school-wide discipline plan that features conflict resolution as a proactive step towards violence prevention. Save Our Students (SOS), a not-for-profit organization, provides an assembly and follow-up materials related to the prevention of self-destructive behaviors and making positive choices. Capturing Kids Hearts Training is offered to all teachers to support the establishment of a positive school culture intolerant of violence.
Nutrition Programs One of our Real-life Connections courses is "Personal Career School Development". During this course students learn about the importance of fitness and nutrition, participate in activities which help them to development healthy habits for life and set goals for the future.
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education 9th-12th grade students attend First Coast Technical College for vocational elective classes. Courses which offer industry certification include childcare, carpentry, culinary arts, cosmetology, graphic arts, and landscaping. Students may also enroll in small gasoline engines, which does not lead to industry certification at this time.
Job Training The school improvement grant (SIG) resulted in the assignment of our Student Success Coach. This coach works with eligible students to provide lessons on job-related skills and provide individual counseling, internships and support to students related to procuring jobs.
Other N/A

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Identify the school-based MTSS leadership team.

Principal: Wayne King

Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal/Turnaround Specialist: Cynthia Williams

Provides administrative assistance to the SJTHS principal, ensures school compliance with federal policies including Title 1 and DA, conducts data chats with teachers, and assists with data disaggregation, RtI, and FCIM.

Instructional Literacy Coach: Jessica Hattaway

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that identify students to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Student Success Coach: Tammy Hardin

Provides support to students by tracking individual academic progress, attendance and discipline. The coach schedules parent conferences, issues contracts and weekly progress reports and serves as a liaison to teachers of vocational courses. The coach will advocate for students, recruit mentors, and provide counseling as needed.

Coordinator for APEX/LEAP: Essie Martin

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Provides support to seventh and eighth grade students by tracking individual academic progress, attendance and discipline, serving as an advocate for students, recruiting mentors and providing counseling as needed for all seventh and eighth graders. The APEX/LEAP coordinator schedules parent conferences, issues contracts and weekly progress reports. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Guidance Counselor: Richard Church

Provides information, guidance and support to students related to scheduling, graduation requirements, testing, scholarships, and GPA monitoring, and counsels students with personal issues as needed. Coordinates FCAT testing. Serves as LEA for ESE department.

Dean: Dwaine Fisher

- Provides vision for both academic and behavioral success.
- Plans, implements and monitors the progress of school improvement.
- Implements Response to Intervention as a school-wide method of raising student achievement outcomes through data review and problem-solving
- Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures.
- Meeting frequency - weekly

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RtI Leadership Team designated a working group, including the Assistant Principal and the Instructional Literacy Coach, to represent the team in development and implementation of the school improvement plan as it pertains to RtI. This working group provides data on RtI Tier procedures and goals as well as input regarding academic and behavioral areas that need to be addressed.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

Teachers and RtI team members worked to analyze school data (academics, attendance, and discipline) using the FCIM process and DART model. The team identified drivers and barriers, set goals for improvement in all areas, and planned strategies for improvement. Weekly core-team meetings and monthly whole-team meetings are held to monitor the progress of goals related to academics, behavior and attendance, and to determine the effectiveness of strategies. New strategies are developed and monitored in response to identified needs.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data

Reading and Math - Florida Comprehensive Assessment Test (FCAT)
Reading - Florida Assessments for Instruction in Reading (FAIR)
Reading, Math, Science - Discovery Education
Writing – Writing prompts
Behavior – Daily behavior charts, ABC data

Midyear Data

Reading - Florida Assessments for Instruction in Reading (FAIR)
Reading, Math, Science - Discovery Education
Writing – Writing prompts
Behavior – Daily behavior charts, ABC data

End of Year Data

Reading and Math - Florida Comprehensive Assessment Test (FCAT)
Reading - Florida Assessments for Instruction in Reading (FAIR)
Reading, Math, Science - Discovery Education
Writing – Writing prompts
Behavior – Daily behavior charts, ABC data

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Describe the plan to train staff on MTSS.

The RtI Leadership Team received initial district training on August 13, 2012. This team will receive additional district training throughout the school year. Professional Development on RtI will be conducted for the staff during the Teacher Inservice day on August 17, 2012. The RtI Leadership team will also evaluate additional staff professional development needs during the faculty meetings and PLC sessions throughout the year.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Jessica Hattaway, Instructional Literacy Coach, Wayne King, Principal, Cynthia Williams, Assistant Principal/ School Turnaround Specialist, Regional Reading Specialist, Wayne Beck, English teacher, Nicky Schotman, science teacher, Reid Connor, social studies teacher, Helen Crawford-Connolly, math coach, Bruce Manly, science coach, Jeanine Livingstone, Media Specialist.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Literacy Leadership Team meets monthly before school as a PLC from 7:45-9:00AM. Literacy coach, Jessica Hattaway in conjunction with Principal Wayne King and Regional reading specialist will publish an agenda for each meeting.

What will be the major initiatives of the LLT this year?

Ensure that all students meet reading learning gains, as defined by state guidelines.

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

****Elementary Title I Schools Only: Pre-School Transition***

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

****Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

Following FCIM training over the summer, coaches and instructional leaders used the DART model to develop instructional focus calendars for reading, writing, math and science. All teachers participated in a workshop prior to pre-planning where they analyzed data using last year's FCAT results and reports from Snapshot Information System. They identified strengths and weaknesses in reading based on demographics, grade levels and reporting categories, identified drivers and barriers to success for our students, set goals and devised strategies to reach those goals by departments. All teachers incorporate the reading focus calendar skills instruction into daily content lessons. English, reading and social studies teachers also teach explicit focus lessons (in addition to content lessons) based on the skills identified by the reading focus calendar. Members from each department participate on the Literacy Leadership Team and share information and support with team members. Professional development will continue to be provided this year in CRISS strategies, differentiation and explicit content vocabulary instruction for all, and those teachers who have not yet completed CAR-pd will do so this year. Lesson Study activities will continue to include reading strategies. Board configurations and word walls will reflect vocabulary instruction and lessons in all content areas will incorporate the instruction of reading skills and strategies.

****High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Extended Learning Tuesday/Thursday Real-Life Connections Extended Learning Period. SJTHS will expand the school year by increasing the school day every Tuesday and Thursday. After the last hour of school on Tuesdays and Thursdays, students will be assigned to a reading, writing, math, science, technology, careers or fitness/nutrition class where a team of two teachers will deliver common core state standards skills practice. Lessons will incorporate real life hands-on activities designed to increase proficiency. The math, reading and science coaches in conjunction with content area teachers will prepare the lessons.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

The Student Success Coach (SSC) will work with teachers to assess the students' comprehensive profile and provide guidance on the most appropriate academic path. The SSC will also monitor student progress related to attendance, behavior, and academics. The coach will collaborate with teachers, First

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Coast Technical College instructors, workplace employers, parents, and other stakeholders involved in the students' overall success. Richard Church, Guidance Counselor, will continue to form strong bonds with all students. His open door policy means that students with personal, school, or schedule-related issues may see him on an "as needed" basis. Mr. Church also coordinates state standardized testing for SJTHS. Essie Martin oversees the APEX/LEAP program and also serves as a confidante to students. She works with individual students by suggesting interventions, initiating communication and services between school social workers and community agencies to families in support of the students' academic, emotional, behavioral, and social success.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

The entire SJTHS faculty and staff are focusing on Rigor and Relevance this year by: helping students transition successfully into high school; stay on track to graduation; be prepared for moving into postsecondary education training or the workforce; building strong relationships among teachers and students; offering rigorous and relevant academics; and focusing on making students ready for their next step, whether postsecondary education or the world of work. Students who have passed the FCAT will be attending Careers Camp on Tuesdays and Thursdays to learn and practice life skills, research colleges, complete college applications, take job inventories, participate in mock interviews, learn how to design a resume, make a budget and make college visits.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1.1. Content area teachers need training in delivering reading focus lessons.	1.1. Professional development will be provided to content area teachers related to the effective delivery of reading focus mini lessons.	1.1. Principal, Literacy coach and all teachers	1.1. Review of Lesson Plans and Classroom Observation walkthrough instruments will be used to indicate instruction of reading focus skills. RtI review of formative data will indicate student growth.	1.1. Classroom observation walkthrough instrument, lesson plans, FAIR data, probes		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of students achieving proficiency on the 2013 Reading FCAT Test by 5%.							
	23%(14)	28%					
		1A.2. Lessons need to reflect real world connections and relevance to students' lives.	1A.2. 1. Differentiated Instruction will allow students to be taught based on their learning styles and needs. 2. Professional development will be provided in Problem-based instruction. 3. Tuesday/Thursday Extended Learning Period will bring relevance to focus skills lessons.	1A.2. Principal, Literacy coach, Regional Reading specialist	1A.2. Department members will analyze exit slips to determine effectiveness of instruction and real world application. Lesson plans and walkthrough observations will reflect curriculum and instruction that makes obvious connections to the real world.	1A.2. FAIR results, Probe results, Camp exit slips, lesson plans, walkthrough	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	100%(1)						
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2.1. Eligible students need more rigorous curriculum.</p>	<p>2.1. 1. Students will be given the opportunity to attend AP and college prep classes at SAHS. 2. Capable students are encouraged to prepare for Industry Certification Exams in vocational courses. 3. Higher Order thinking questions, activities and differentiated instruction will challenge high achievers.</p>	<p>2.1. Principal, Guidance Counselor, teachers</p>	<p>2.1. 1. The number of students taking high level course work at SAHS, and industry certification exams will reflect growth. 2. Lesson plans and classroom walkthroughs will reflect rigor.</p>	<p>2.1 Student schedules, enrollment data from eSIS, FCAT, Industry certification.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of students achieving above proficiency on the 2013 Reading FCAT Test by 4%.							
	10%(6)	14%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%(0)						
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3.1. Students lack critical prerequisite reading skills.	3.1 1. Tier 2 students will receive additional remediation in smaller groups. 2. Teachers will provide targeted instruction using the focus calendar across the contents.	3.1. Principal, Instructional Literacy Coach, Language Teachers	3.1. Monthly data chats and probes	3.1. Student data notebooks and probes. Department members will analyze class data to determine effectiveness of instruction and plan for re-teaching, remediation or retesting.		
<u>Reading Goal #3A:</u> Increase the percentage of students achieving learning gains on the 2012 Reading FCAT Test by 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		3.2. Students lack real world connections to curriculum.	3.2. Teachers identify ways to include real world connections in lesson plans.	3.2. Principal, Instructional Literacy Coach, Language Teachers	3.2. Lesson plans and walkthroughs will provide evidence that teachers are incorporating real world connections.	3.2. Lesson plans, walkthrough observations	
		3.3. Lessons need to be engaging.	3.3. Teachers will incorporate Criss Strategies, Lesson Study, and continuous professional development to engage students.	3.3. Principal, Instructional Literacy Coach, Teachers	3.3. Lesson plans and walkthroughs will indicate a high level of student engagement.	3.3. Summative data assessments will indicate student growth in reading.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Reading Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4.1. Students lack critical prerequisite reading skills.</p>	<p>4.1. 1. Disfluent readers are enrolled in Read 180. 2. Students are monitored on administrative data wall. 3. Tutors, paraprofessionals and coaches work to provide support in small settings.</p>	<p>4.1. School Leadership Team, teachers, literacy coach</p>	<p>4.1. RtI</p>	<p>4.1. Weekly probes, Florida Achieves, Fair</p>		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the total percentage of students in the lowest 25% making learning gains by 3%.							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4.2. History of failure results in student frustration.	4.2. 1. Teachers differentiate instruction to provide more opportunities for individual student success. 2. Success Coach will focus on ninth and tenth grade students who have not met with success, and any other students as needed, to help them set goals in order to achieve annual gains.	4.2. Principal, Teachers, coaches, paraprofessionals, Success Coach	4.2. 1. Lesson plans and walkthrough observations reflect differentiation. 2. Progress monitoring will reflect growth in reading.	4.2. Lesson Plans, weekly probes, Florida Achieves, FAIR	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 73%						37%
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: Black: Hispanic: Asian: American Indian: Students lack critical prerequisite skills to learn on grade level curriculum.	5B.1. Use Snapshot to identify students' individual strengths and weaknesses.	5B.1. Leadership Team	5B.1. Departments meet weekly to monitor student progress and devise strategies to promote continuous progress.	5B.1. Probes, FAIR, Florida Achieves		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Reading Goal #5B:</u> All student ethnic groups will achieve AYP.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p>White: Black: Hispanic: Asian: American Indian: Pending state-provided data</p>	<p>White: Black: Hispanic: Asian: American Indian: Pending state-provided data</p>				
		5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Pending state-provided data</i>	<i>Pending state-provided data</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Pending state-provided data</i>	<i>Pending state-provided data</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Reading Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Pending state-provided data</i>	<i>Pending state-provided data</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
During department meetings, coaches lead discussions of teaching strategies, interventions, and focus lessons.	7-12	Department heads, coaches, teachers	all staff	ongoing	Sign in sheets, agendas and minutes from department meetings	Principal, leadership team, department chairs
Lesson Study	7-12	Coaches	all staff	monthly	Lesson plan and classroom walkthroughs will reflect Lesson study practices	Principal, School Turnaround Specialist
Differentiating Instructions	7-12	Literacy Coach, Regional Reading Specialist	all teachers	December, 2012	Lesson Plans and walkthrough observations indicate the application of strategies taught through professional development.	Principal, School Turnaround Specialist

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Reading intervention for struggling readers Read 180	Read 180 is considered one of the most effective programs for at risk readers and recommended by the FLDOE	SIG grant	\$74,000.00
Instructional support-current high interest reading materials	Fiction and Non-fiction books to help support reading initiatives and provide students with reading material in real world high interest areas	SIG grant	\$5,000.00
Subtotal: \$79,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Resource for Individualized instruction	Shared software or educational license, United Streaming, Compass Learning, Plato lab	SIG grant	\$9,000.00
Read 180	Technology support to implement Read 180	SIG grant	\$1,000.00
Subtotal: \$10,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide teachers with relevant professional development and opportunities to collaborate with peers.	Shared resource, substitutes will be hired for every teacher once per quarter to provide teachers with additional planning time.	SIG grant	\$8,800.00
Provide teachers with ongoing research based professional development.	Shared resource, high quality, relevant professional development to include: Differentiated Instruction, Lesson Study, Capturing Kids Hearts, FCIM, Discovery Education Assessments, Read 180, and Compass Learning.	SIG grant	\$6,000.00

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Provide teachers with professional development opportunities including registration costs, dues, fees, and tuition.			
Strategy	Description of Resources	Funding Source	Amount
Provide teachers with professional development opportunities beyond the school location or day. Provide opportunities for teachers or administrators to make home visits as needed.	Shared resource, provides travel assistance for teachers traveling to professional development, training, or home visits when necessary.	\$	\$9,136.00
Subtotal:			
Total: \$216,508.00			

End of Reading Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A	
CELLA Goal #1: <i>Enter narrative for the goal in this box.</i> N/A	2012 Current Percent of Students Proficient in Listening/Speaking: N/A					
	<i>Enter numerical data for current level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>CELLA Goal #2: <i>Enter narrative for the goal in this box.</i></p> <p>N/A</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. N/A	2.1 N/A.	2. N/A 1.	2.1. N/A	2.1. N/A	
CELLA Goal #3: <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Percent of Students Proficient in Writing :</u> [Shaded area]					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Total:			

End of CELLA Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal</u> #1A: <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal</u> <u>#2B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<i>Enter narrative for the goal in this box.</i> N/A							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal</u> <u>#3B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<i>Enter narrative for the goal in this box.</i> N/A							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal</u> #5A: <i>Enter narrative for the goal in this box.</i> N/A							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
N/A							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u> <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Middle School Mathematics	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Attendance	1A.1. Inform both students and parents of importance of attendance and school attendance policy Reward good attendance Make class lessons engaging and interesting	1A.1. Teachers, Principal, Turnaround specialist	1A.1. Attendance data	1A.1. Attendance reports		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Increase the percentage of students achieving proficiency (Level 3) on the 2013 Math FCAT Test by 4%.							
	8%(2)	12%					
		1A.2. Instructional Staff needs additional training in providing focus lessons	1A.2. School-wide focus calendar Teacher training on strategies to present focus lessons Math Coach support in classroom and in planning engaging lessons	1A.2. Principal, Turnaround specialist, Math coach	1A.2. Classroom observations Lesson plans Monthly data discussions between teachers and administration	1A.2. Probes on focus lessons	
		1A.3. Lack of real world relevance	1A.3. Project based activities that are real world related Afterschool real-world skills camp on Wednesdays	1A.3. Principal, Turnaround specialist, Math coach	1A.3. Classroom observations Lesson plans Tuesday/Thursday extended learning	1A.3. Probes End results of projects Success in Tuesday/Thursday extended learning	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2.A1. Attendance	2A.1. Inform both students and parents of importance of attendance and school attendance policy Reward good attendance Plan engaging lessons	2A.1. Principal, Turnaround Specialist, Math Coach	2A.1. Attendance data	2A.1. Attendance Reports		
<u>Mathematics Goal #2A:</u> Increase the percentage of students achieving above proficiency (Levels 4 or 5) on the 2013 Math FCAT Test by 3%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	4%(1)	7%					
		2A.2. Motivation	2A.2. Make real world connections Lesson Study to produce effective and engaging lessons Reward high level achievement Wednesday real-life skills camp	2A.2. Principal, Turnaround Specialist, Math Teachers, Math Coach	2A.2. FCAT Explorer Focus Calendar probes Lesson Study colloquium	.A.2. Results of probes Results of FCAT Explorer Success in real-life skills camp	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u> <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i> N/A							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i> N/A							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>Enter narrative for the goal in this box.</i></p> <p>N/A</p>							
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>White: Black: Hispanic: Asian: American Indian:</p>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u> <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School	Mathemat	Problem-Solving Process to Increase Student Achievement						
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
	Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		100%(1)						
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%(0)	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

End of Florida Alternate Assessment High School Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Attendance	1.1. Inform both students and parents of importance of attendance and school attendance policy Reward good attendance Make class lessons engaging and interesting	1.1. Teachers, Principal, Turnaround specialist	1.1. Attendance data	1.1. Attendance reports		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the percentage of students achieving proficiency level 3 on the 2013 Algebra 1 EOC by 6%							
	34%(11)	40%					
		1.2. Students lack basic skills in math as well as fluency	1.2. School-wide focus calendar Teacher training on strategies to present focus lessons Math Coach support in classroom and in planning engaging lessons	1.2. Principal, Turnaround specialist, Math coach	1.2. Classroom observations Lesson plans Monthly data discussions between teachers and administration Use of Signature Math series	1.2. Probes on focus lessons Signature Math series	
		1.3. Lack of real world relevance	1.3. Project based activities that are real world related Afterschool real-world skills extended learning Tuesday/Thursday	1.3. Principal, Turnaround specialist, Math coach	1.3. Classroom observations Lesson plans Tuesday/Thursday extended learning	1.3. Probes End results of projects Success in Tuesday/Thursday extended learning	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1.	2.1.	2.1.	2.1.	2.1.		

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Algebra Goal #2:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
<i>Enter narrative for the goal in this box.</i>	<u>Level of Performance:*</u>	<u>Level of Performance:*</u>					
	0%(0)	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 69%						35%
<u>Algebra 1 Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Pending state-provided data White: Black: Hispanic: Asian: American Indian:	Pending state-provided data White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 1 Goal #3C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Pending state-provided data</i>	<i>Pending state-provided data</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Algebra 1 Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Pending state-provided data</i>	<i>Pending state-provided data</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Algebra 1 Goal #3E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Pending state-provided data</i>	<i>Pending state-provided data</i>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
Geometry Goal #1: <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal #2: <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i> N/A							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i> N/A							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C: <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Geometry Goal #3E:</u> <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional						
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August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pitsco Math Software	7 - 12 Grade	Math Chair	Math Department	On-going	Use in student remediation Discussion in department meetings, Reports on student use generated from software	Math Coach
Lesson Study	7 - 12 Grade	Coaches	School-Wide	One complete lesson study cycle per semester	Lesson Study Team Discussions	Principal, Coaches
FCTM conference	Math	Various	Math Teachers and/or Math Coach	Oct. 20, 2012	Discussion and application of strategies from conference	Math Coach

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Assist low performing students in math fact fluency	Pitsco Math software	SIG grant	\$3,380.00
Individualized instruction resource	Shared software or educational license	SIG grant	\$0.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide teachers with on-going research based professional development	Shared resource, high quality, relevant professional development to include: Differentiated Instruction, Lesson Study, Capturing Kids Hearts, FCIM, Discovery Education Assessments, Read 180	SIG grant	\$0.00
Provide teachers with professional development opportunities beyond the school location or day; provide opportunities for teachers or administrators to make home visits as needed.	Shared resource, provide travel assistance for teachers traveling to professional development, training, or home visits when necessary	SIG grant	\$0.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Supplemental incentive pay for demonstrated usage of teacher best practices	Shared resource, possible incentive pay for teachers who can demonstrate usage of Capturing Kids Hearts, CRISS, Gradual Release, and Differentiated Instruction	SIG grant	
Subtotal: \$3,380.00			
Total:			

End of Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1A.1. Attendance</p>	<p>1A.1. 1. Coach will assist teachers and teachers will collaborate to design lessons using research-based strategies for more effective and engaging lessons. 2. Teachers will design and deliver more engaging lessons that focus on real world content and application. 3. Coaches and teachers will participate in the Lesson Study process to produce a bank of highly</p>	<p>1A.1. Coach, administration</p>	<p>1A.1. Monitor attendance and track trends Evaluate engagement by monitoring discipline problems and missing work.</p>	<p>1A.1. Record and report student attendance, monitor trends in discipline problems and missing work.</p>		
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August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>effective lessons to be used as models for lesson development.</p> <p>4. Teachers will be active participants in the school-wide attendance initiative.</p>					
<p><u>Science Goal #1A:</u></p> <p>Increase the percentage of students achieving above proficiency on the 2013 Science FCAT Test by 2%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>13% (2)</p>	<p>15%</p>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1A.2. Prerequisite skills</p>	<p>1A.2. 1. Use FCAT released data to develop a focus calendar to re-teach and review problem areas when data indicates it is necessary to address deficiencies in a large group. Use pull-outs, tutoring, or extra teachers in the room to address deficiencies when data shows they involve individual students or small groups.</p> <p>2. Use Discovery Education weekly probes, formative assessments, quizzes, and chapter tests to determine weak areas for individual students. When the data indicates it is necessary use pull-outs, small group instruction, or extra teachers in class to work with individual students or groups of students who need additional assistance with specific skills.</p>	<p>1A.2. Coach, Administration</p>	<p>1A.2. Review of weekly probes, Discovery Education data, and results of formative assessments to determine trends in large group instruction or individual needs.</p> <p>Teachers will meet with students on a monthly basis to communicate progress and identify problems.</p> <p>Teachers will meet with coach on a weekly basis and as needed to communicate concerns and collaborate on specific needs identified from the data gathered.</p>	<p>1A.2. Probes, Discovery Education, formative assessments</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1A.3. Lack of motivation and negative attitude toward learning	1A.3. 1. Coach will provide professional development on engagement strategies, 21st century skills, and real world connections. 2. Teachers and coach will collaborate to design relevant engaging lessons with real world connections, which will increase the potential for student interest, participation, and success.	1A.3. Coach and Administration	1A.3. Reflective meetings with coaches and teachers, classroom observation	1A.3. Reflective discussions, classroom observations, student surveys	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Science Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2A.1. Lack of motivation and a negative attitude toward learning</p>	<p>2A.1. 1. Coach will provide professional development on engagement strategies, 21st century skills, and real world connections. 2. Teachers and coach will collaborate to design relevant engaging lessons with real world connections, which will increase the potential for student interest, participation, and success.</p>	<p>2A.1. Coach, Administration</p>	<p>2A.1. Reflective meetings with coach and teachers, student surveys, classroom observation</p>	<p>2A.1. Classroom observations, student surveys</p>		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Science Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of students achieving above proficiency on the 2011 Science FCAT Test by 3%.							
	0% (15)	3%					
		2A.2. High achieving students become disengaged when they are not challenged	2A.2. Use differentiated instruction in classroom instruction, provide opportunities for choice in assignments or class work when applicable, provide individual opportunities based on data from probes and formative assessments which could include, alternative/additional content or assignments, pull-outs or the use of extra teachers in the room.	2A.2. Teachers, Coach	2A.2. Student data chats, evaluation of student work	2A.2. Student and teacher feedback, student work	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science Goal #2B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Science Goal #1:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Science Goal #2:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology 1 Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
Biology 1 Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology I EOC Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unpacking the Common Core Standards	7-12	Coach	Science Department	By the end of September	Discussions between teachers and coaches, comparisons of standards and teaching and assessment and content taught, classroom observations	Coach, Administrators
Writing and implementing higher order questioning and essential questions	7-12	Coach	Science Department	By the end of October	Lesson Plan review, classroom observations, reflective follow up discussions between teachers and coach	Coach, Administration
Best practices in data collection, evaluation, and implementation	7-12	Coach	Science Department	Initial training in pre-planning, follow-up and additional training by the end of November	Review of data , participation in data chats with teachers and students, reflective discussions between teachers and coach	Coach

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
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August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide hands on opportunities for students	Supplies for activities	SIG grant	\$3,500.00
Provide hands on laboratory experiments for students	Upgrade science laboratory to include the purchase of a clean air ductless fume hood (portable)	SIG grant	\$7,000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Individualized instruction resource	Shared software or educational licenses	SIG grant	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide teachers with on-going research based professional development	Shared resource, high quality, relevant professional development to include: Differentiated Instruction, Lesson Study, Capturing Kids Hearts, FCIM, Discovery Education Assessments, Read 180, and Compass Learning	SIG grant	Provide teachers with on-going research based professional development
Provide teachers with professional development opportunities beyond the school location or day, Provide opportunities for teachers or administrators to make home visits as needed.	Shared resource, registration fees and dues not related to travel	SIG grant	Provide teachers with professional development opportunities beyond the school location or day, Provide opportunities for teachers or administrators to make home visits as needed.
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Supplemental incentive pay demonstrated usage of teacher best practices	Shared resource, possible incentive pay for teachers who can demonstrate usage of: Capturing Kids Hearts, CRISS, Gradual Release, and Differentiated Instruction	SIG grant	

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Subtotal:			
Total: \$10,500.00			

End of Science Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Students need to write for a purpose they perceive to be relevant.	1A.1. All students will participate in Tuesday/Thursday Real Life Connections Writing Skills Camp	1A.1. Principal, English Teachers, Principal Literacy Coach	1A.1. Writing prompts are scored with predetermined rubrics	1A.1. Writing prompts, FCAT Writes		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Writing Goal #1A:</u> Increase percentage of 8th and 10th grade students scoring at or above level 3 (based on 2012-13 standard) proficiency) by 5%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>8th - 42% (8)</p>	<p>47%</p>					
		<p>IA.2. Writing needs to be integrated into all coursework across the curriculum.</p>	<p>IA.2. Students will be required to write exit slips in all classes addressing the lesson's "essential question"</p>	<p>IA.2. Literacy Coach, all teachers, principal</p>	<p>IA.2. Exit slips will be used to assess student understanding of lesson and to reinforce key writing skills.</p>	<p>IA.2. Writing prompts, FCAT Writes, Exit slips</p>	
		<p>IA.3.</p>	<p>IA.3.</p>	<p>IA.3</p>	<p>IA.3.</p>	<p>IA.3.</p>	
<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>IB.1. The rigor of students' writing instruction will need to be reflective of the higher grading standard for the 2012-13 FCAT Writes.</p>	<p>IB.1. Explicit writing instruction for all 8th and 10th graders will be delivered through English classes as well as a Mass Media elective</p>	<p>IB.1. Literacy Coach, English teachers</p>	<p>IB.1. Writing portfolios will be kept on each student to document growth in critical skills</p>	<p>IB.1. Writing prompts, FCAT Writes, Real-life writing samples (news articles, letters, reports, essays, etc.)</p>		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Writing Goal #1B:</u> Increase percentage of 8th and 10th grade students scoring at or above level 4(based on 2012-13 standard) proficiency) by 5%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>100% (1)</p>	<p>Enter numerical data for expected level of performance in this box.</p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional implications of FCAT Writes Scoring	8th and 10th English Classes	Secondary Language Arts Program Specialist	All Language Arts teachers	November, 2012	Practice Writing Prompt	Secondary Language Arts Program Specialist
Writing Across the Curriculum	All Content areas	Secondary Language Arts Specialist	All Content Area Teachers	October, 2012	Cross content writing Fair	Secondary Language Arts Program Specialist

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Individualized instruction resource	Shared software or educational license	SIG grant	Individualized instruction resource
Provide students with digital media resources to make real world connections to writing content and skills.	Video memory cards, cameras, audio books, and cassettes to be used as support materials for creative and technical writing	SIG grant	Provide students with digital media resources to make real world connections to writing content and skills.
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide teachers with on-going research based professional development.	Shared resource, high quality, relevant professional development to include: Differentiated Instruction, Lesson Study, Capturing Kids Hearts, FCIM, Discovery Education Assessments, Read 180, and Compass Learning	SIG grant	Provide teachers with on-going research based professional development.
Provide teachers with professional development opportunities beyond the school location or day, Provide opportunities for teachers or administrators to make home visits as needed.	Shared resource, provide travel assistance for teachers traveling to professional development, training, or home visits when necessary	SIG grant	Provide teachers with professional development opportunities beyond the school location or day, Provide opportunities for teachers or administrators to make home visits as needed.
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Supplemental incentive pay demonstrated usage of teacher best practices	Shared resource, possible incentive pay for teachers who can demonstrate usage of: Capturing Kids Hearts, CRISS, Gradual Release, and Differentiated Instruction	SIG grant	
Subtotal:			
Total: \$0.00			

End of Writing Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Civics Goal #1:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Civics Goal #2:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Total:			

End of Civics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>U.S. History Goal #1:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Total:			

End of U.S. History Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Lack of parental support	1.1. Improve parental support through improved communications including quarterly newsletter, Alert Now phone messages, semester open houses with spaghetti suppers and parent education seminars.	1.1. Principal, School Turnaround Specialist, Student Success Coach	1.1. Attendance rates examined at weekly leadership team meetings will indicate improved rates	1.1. eSp attendance reporting data		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Goal #1: Attendance rates will be improved by 1%	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	87	88					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	153						
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2. Scattered population means if students miss bus, they often miss school.	1.2. Increase parental understanding of importance of students attending school daily through parent phone calls/conferences, quarterly newsletters, parent education seminars	1.2. Principal, Dean, Attendance clerk	1.2. Weekly and quarterly reports are analyzed at weekly leadership meetings to determine progress toward goal	1.2. eSp attendance reporting data	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1.3. Retention and lack of success affects student morale and motivation.	1.3. Provide meaningful incentives for students who maintain regular attendance.	1.3. Principal, Confidential Secretary	1.3. Weekly and quarterly reports are analyzed at weekly leadership meetings to determine progress toward goal	1.3. eSp attendance reporting data	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Policy Review	7-12	Principal	All Instructional Staff	8/17/12	eSp attendance reporting data will be inspected at weekly leadership meetings	Principal
District RtI Specialist works with RtI team to develop ambitious goals and devise strategies to improve attendance.	7-12	Dave Morrell	RtI team	9/1/12	eSp attendance data	Principal
Lesson Study	7-12		All Instructional Staff	Professional Development Wednesday in October	Classroom Walkthroughs	Principal, School Turnaround Specialist

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
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August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Integrate modern technology to add interest to instruction	Classroom set of iPod Touches	Drivers Ed	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Study Training will support teachers in bringing relevance to the curriculum	stipends for 5 teachers to attend Shultz Center training	Lesson Study Training will support teachers in bringing relevance to the curriculum	stipends for 5 teachers to attend Shultz Center training
Capturing Kids Hearts	Stipends and registration fees	Capturing Kids Hearts	Stipends and registration fees
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Meaningful incentives will reward students for regular attendance	iTunes gift cards, laptop and iPad drawings	residual Coke funds, Drivers Ed	
Subtotal:			
Total:			

End of Attendance Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Students arriving from zones throughout the District often have inter-personal/cultural conflicts with students from different zones.	1.1. Teen Leadership and Capturing Kids Hearts Curriculum helps students to improve inter-personal relations.	1.1. Principal, Teachers, Dean	1.1. Leadership Team meets weekly to analyze data related to discipline and attendance. Data will reflect improvement.	1.1. SSIR and eSIS reports. Chart/graphs produced by dean		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Suspension Goal #1:</u>							
The number of In-school and Out-of- School suspensions will be reduced by 10% for the school year 2012-13.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	56	51					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	34	31					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	90	81					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	57	51					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Behavior Specialist works with instructional staff to learn strategies to improve student behavior.	7-12	George Freeman	All instructional staff	November, 2012	Weekly Leadership Meetings will analyze data from eSp reports; walkthrough observations reflect improved classroom management	Behavior Specialist, Principal, Teachers
Additional training in Lesson Study helps teachers develop more engaging, meaningful lessons.	7-12		All instructional staff	November 2012	Classroom walkthroughs indicate effective strategies are being taught	Regional Reading Specialist, Principal
All instructional staff will be trained in Capturing Kids Hearts.	7-12	CKH Facilitator	All instructional staff	October, 2012	PLCs related to CKH will feature discussions related to initiative. Agendas/sing in logs for PLC	School Turnaround Specialist, Principal

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No data			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
No data			
Subtotal:			
Total:			

End of Suspension Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1. Lack of parental support/ involvement	1.1. Improve parental support through improved communications, including quarterly newsletter, Alert Now phone messages, semester open houses with spaghetti suppers and parent education seminars.	1.1. Principal, Student Success Coach	1.1. Drop out data from eSp reports will reflect improved graduation rates	1.1. Graduation report eSp and SSIR data		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Dropout Prevention Goal #1:</u></p> <p>To insure successful transition as students' progress through the grade levels toward graduation, St. Johns Technical High School will continue to offer programs that remediate / accelerate students in need of services beyond the regular classroom.</p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	5.9%	4%					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	72.9%	75%					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.2. Retention and lack of success results in student frustration.</p>	<p>1.2. 1. Provide meaningful incentives for students who stay in school.</p> <p>2. Guidance counselors/ school success coaches provide individual counseling for students</p> <p>3. PLATO computer lab allows students to move through course work at an accelerated pace.</p>	<p>1.2. Principal, Guidance Counselors, Student Success Coach</p>	<p>1.2. Drop out data from eSp reports will reflect improved graduation rates</p>	<p>1.2. Graduation report eSp and SSIR data</p>	
		<p>1.3. Students are bored and fail to understand relevance of education and real world applications.</p>	<p>1.3. Teachers participate in CRISS strategies training and Lesson Study to add engaging activities and a real-world relevance to lessons.</p>	<p>1.3. Principal, Math Coach, Science Teacher</p>	<p>1.3. Drop out data from eSp reports will reflect improved graduation rates.</p>	<p>1.3. Graduation report eSp and SSIR data</p>	

Dropout Prevention Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional</p>							
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August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Monday – Leadership Team Meetings: monitor overall school progress	Principal, Turnaround Specialist, Guidance Counselor, Student Success Coach, Math Coach, Literacy Coach, Science Coach, School secretary	Wayne King, Principal	School Culture, Attendance, Behavior and academic goals	Every Monday at 9:30 AM	Principal assigns specific tasks for each member for follow up next Monday	School Principal
Tuesday – Department Meetings: Coaches will spearhead discussion of teaching strategies, interventions, and focus lessons.	Grades 7-12, reading math, science, history, health	Literacy Coach, Math Coach, Science Coach	All teachers will participate in weekly department meetings with coaches.	Every Tuesday at various times during common planning.	Coaches will keep sign in sheets and provide the principal with minutes of meeting for strategic planning	Coaches

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>Thursday - First Thursday of the month, all departments have data chats with administration for progress monitoring of students</p>	<p>Grades 7-12</p>	<p>All teachers will participate in on-going progress monitoring of students using the Response to Intervention and the Continuous Improvement Model.</p>	<p>All teachers meet in the principal's office to review student progress. A data wall that displays up to date student data will be utilized for analyzing individual student data and determining interventions.</p>	<p>The first Thursday of every month.</p>	<p>School principal and Turnaround Specialist will facilitate the data chats with all teachers including the departmental coaches.</p>	<p>School principal and Turnaround Specialist will facilitate the data chats with all teachers including the departmental coaches.</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Capturing Kids Hearts	Registration fees and stipends paid to teachers	1003(G) SIG grant	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Total:			

End of Dropout Prevention Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Low Socio-economic population means most parents work, some lack transportation so attending school functions is a challenge.	1.1. Increase and improve school to home communications through Alert Now messages, monthly newsletters, school newspaper.	1.1. Principal, School Success Coach, mass media teacher	1.1. Student growth is reflected through RtI processes.	1.1. Probes, FAIR, FCAT, surveys		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Parent Involvement Goal #1:</u> 50% (78) parents will be actively involved at school.</p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					
	5%	10%					
		1.2. Parents lack skills to assist students at home.	1.2. Provide parents with FCAT strategies training.	1.2. Leadership Team	1.2. Student Growth is reflected through RtI processes.	1.2. Achieve 3000 probes, FAIR, FCAT	
		1.3. Students are resistant to having parents involved at high school level.	1.3. Provide incentives and rewards to students when their parents attend school functions and conferences.	1.3. Leadership Team	1.3. Student Growth is reflected through RtI processes.	1.3. Sign in sheets from school events and conferences, Achieve 3000 probes, FAIR, FCAT	

Parent Involvement Professional Development

<p>Professional Development (PD) aligned with Strategies through</p>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT strategies training for Parents	7-12	Instructional coaches	parents, teachers	November, February	Sign in sheets will reflect strong attendance. RtI processes indicate student growth.	Principal, Leadership team
Capturing Kids Hearts Training helps teachers learn strategies for inspiring parental support	7-12	CKH trainer	all teachers	Summer, October 2012	RtI processes reflect student growth.	Principal, Leadership Team

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No data			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
No data			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
FCAT strategies training for parents	Food will be purchased for program	SIG grant	\$300.00
Capturing Kids Hearts Training	Stipends provided for teachers attending during summer, registration fees	SIG grant	\$0.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a</small>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan (SIP)-Form SIP-1

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of STEM Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a</small>						

2012-2013 School Improvement Plan (SIP)-Form SIP-1

professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan (SIP)-Form SIP-1

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1. Additional Goal</p>	<p>1.1. Students' behavior at school interferes with their learning.</p>	<p>1.1. 1. School Culture will teach and reinforce Character Counts philosophy. 2. Kids Hearts strategies will help students make choices that build and reflect strong character. 3. Bucks Club results in students recognizing each other for showing good character.</p>	<p>1.1. All staff</p>	<p>1.1. eSp reports of ISS and OSS will indicate decreased number of school days missed due to behavior incidents</p>	<p>1.1. eSp reports</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Additional Goal #1:</u></p> <p>1,218 total days of instruction were missed by students due to In- and Out- of-School suspension. There will be a 10% improvement in the days missed by students due to ISS and OSS.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p><i>Enter numerical data for current goal in this box.</i></p>	<p><i>Enter numerical data for expected goal in this box.</i></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Capturing Kids Hearts Training teaches teachers how to inspire parental support	7-12	CKH trainer	teachers	summer 2012, October	RtI processes will reflect student growth	Principal

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$216,508.00
CELLA Budget	Total:
Mathematics Budget	Total: \$ 3,380.00
Science Budget	Total: \$10,500.00
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total: \$1,500.00
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total: \$300.00
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total: \$4,500.00

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Grand Total: \$233,646.00

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under “Default value” header; 3. Select *OK*, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent
Yes		

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

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The School Advisory Council assists in developing and approving school improvement goals. Council members help to develop and review the school Needs Assessment parent, teacher, and student surveys. Members also revise goals and strategies of the School Improvement Plan as progress is monitored and needs identified. SAC makes recommendations related to SAC fund expenditures and provides support for the school through the identification of business and community partnerships.

Describe the projected use of SAC funds.	Amount
Registration and reimbursement for travel for state conferences for instructional personnel.	\$1,500.00