

Florida Department of Education



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

**DRAFT School Improvement Plan (SIP)
Form SIP-1**

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Bill Duncan Opportunity Center	District Name: Polk
Principal: Wanda Brokenburr	Superintendent: Dr. Sherrie Nickell
SAC Chair: Shambrica Wilson	Date of School Board Approval:

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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	Wanda Brokenburr	B.S. in Early Childhood and Elementary Education and a Master's Degree in Educational Leadership. Certified in Early Childhood, Elementary Ed, Specific Learning Disabilities, ESOL, and Educational Leadership	3yrs., 3mths.	8yrs., 3mths.	<p>2007-09 Sleepy Hill Middle School Assistant Principal and (Math Progress Monitoring Administrator) School Grade: 07-08 (B); 08-09 (C) FCAT Proficiency: 07-08 (Math 59%); 08-09 (Math 53%) Learning Gains: 07-08 (Math 73%); 08-09 (Math 62%) Lowest 25%: 07-08 (Math 70%); 08-09 (Math 62%)</p> <p>2009-12 Bill Duncan Opportunity Center, Principal School Grade: School Improvement Rating</p>
Assistant Principal	Jodi Lamb	BS in English Education, Masters in Library Science, and a Ph.D. in Interdisciplinary Curriculum and Instruction and certification in Media, English and School Principal	3mths.	15 years	<p>2010 -11 and 2011-12 Kingsford Elementary principal. School grade for both years = D. FCAT Reading proficiency: 10-11 = 28% and 11-12 = 35%. Math Proficiency: 10-11 = 25% and 11-12 = 31%. Science Proficiency: 10-11 = 32% and 11 - 12 = 45%. Reading learning gains: 10-11=56% and 11-12=62%. Math learning gains: 10-11 = 55% and 11-12 = 53%. Reading learning gains: 10-11 = 56% and 11-12 = 63%. Math learning gains: 10-11: 55% and 11-12 = 53%.</p>

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)
	None				

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Maintain Mentor and Mentee Program as described by Polk County Schools	Principal, Assistant Principal, Mentor	June 8, 2013
2. Bi-weekly one on one meetings with the new teachers	Principal, Assistant Principal	June 8, 2013
3. Professional development using PD360, tailored to meet specific needs of each teacher	Principal, New Teacher	June 8, 2013
4. Job Fairs and recruiting at Universities	Principal, Assistant Principal	June 8, 2013

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
13	0	30% (4)	40% (5)	30% (4)	40% (5)		25% (3)	0	25% (3)

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
No beginning teachers at this time			

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

Identify the school-based MTSS leadership team.

The members of the MTSS Team for BDOC are: Wanda Brokenburr, Principal; Jodi Lamb, Assistant Principal; Courtney Brown, School Psychologist and PBS Team Leader; Jihan Wilkerson, Dean of Students and Recorder; James Smith, Dean of Students and Data Specialist; Dee Axson, Data Specialist; Charles Brooks, ESE Facilitator and Time Keeper; Melanie George, Teacher and Advisor.

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 MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. This supports BDOC's mission and vision:

Vision- . . . Students will transition back to their home school equipped with social skills and study habits necessary to be successful, productive students.

Mission- . . . To provide a safe and orderly learning environment and enable our students to successfully function in mainstream schools and society.

The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- Review school-wide, grade level, and teacher data to problem-solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least several times per year or more frequently if new data is available.
- Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Note: Bill Duncan Opportunity Center serves as an Alternative Center for students who have been assigned for specific time duration due to serious violations to the Code of Student Conduct. Therefore, we are a Tier 3 Center that assists students with obtaining prosocial skills as well as maintaining and enhancing their academic needs. To teach prosocial skills we use Skill Streaming Curriculum, Why Try Program, Too Good for Violence, and provide Positive Behavior Supports (PBS) for replacement and reinforcement of prosocial skills.

The school-based MTSS Leadership Team meets monthly (or more frequently as needed) to strategically identify problems (e.g. frequent out of school suspension referrals for minor behaviors), determine the variables that contribute to the problem (e.g. Faculty and Staff's lack of knowledge to teach appropriate replaceable behaviors), identify appropriate scientific research-based interventions, implement them with fidelity (e.g. Skill Streaming: Social skills curriculum), and monitor the progress of the interventions frequently (e.g. adoption and implementation of interventions guided by continuous data evaluation).

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

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?

Specific Responsibilities:

Principal: Wanda Brokenburr- The Principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Jodi Lamb- Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Selected General Education Teacher: Melanie George- Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/ intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher, Deans, and Guidance Counselor: Charles Brooks, Jihan Wilkerson, James V. Smith, Dee Axson - Participate in student data collection, integrate core instructional activities/materials/ instruction in tiered interventions; collaborate with general education teachers.

School Psychologist and MTSS Behavior Representative (PBS) Team Leader: Courtney Brown- Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior 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 provide early intervening services for children 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.

MTSS Implementation

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

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.

Discovery Education Assessment (DE Assessment), a web-based assessment tool, is used to evaluate reading, math and science. Three benchmarks will be given per year. Baseline data is gathered through September. DE Assessment data is gathered Early December and late February, as indicated in the chart below. DE assessment data is processed and will become available to staff online. Additionally, other progress monitoring instructional data is examined from the previous year's FCAT scores, and other data is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks, etc. Data is discussed and analyzed at least monthly at the MTSS Leadership Team Meetings.

Test	Month
DE Assessment (A)	September
DE Assessment (B)	Early December
DE Assessment (C)	Late February

After the last test is given (Test C) the students will be grouped to attack their weaknesses. The data will show the strengths and weaknesses by child, by class, by grade level, and school-wide and can also be sorted by NCLB subgroups; i.e., gender, ethnicity, students with disabilities, economically disadvantaged, and ELL.

Data is monitored through the Progress Zone of Discovery Education Assessment (DE Assessment), a web-based assessment tool. Teachers will create probes for strands to do more frequent progress monitoring, create quizzes above, on or below grade level. The information can be individualized based on single student weaknesses. At the request of the parent, teachers will be able to produce data reflecting student progress and share strategies and materials for additional home instruction. The data from the Progress Zone is also a tool to assist teachers and parents with an understanding of the student's strengths and weaknesses.

The Resource Tab for teachers can pull up the Florida benchmarks and strands. The resource tab will also provide the teacher with streaming videos and websites attached to the strands that will help enhance lessons. Diagnostic assessment data is gathered through Discovery learning, New Century Software and Odyssey. Informal writing assessments will be administered throughout the year to enhance student's writing skills. Genesis, Pinnacle and IDEAS Data Systems will be used to summarize data at each tier for behavior. End of the year data is gathered through the Florida Comprehensive Assessment Test (FCAT). Data is discussed and analyzed at least monthly at the MTSS Leadership Team Meetings.

Describe the plan to train staff on MTSS.

Staff will attend a two-day training in the beginning of the year (August 14th&15th). During the sessions of training, teachers will be provided with information about Multi-Tiered Systems of Supports (MTSS). This training will include information about the definition of MTSS, the purpose of MTSS, the steps of the problem-solving process, effective BDOC interventions and the steps to implementing MTSS at BDOC. For each step, examples will be provided via video to provide further understanding of how to implement MTSS in a secondary setting.

Staff will also attend monthly professional development trainings, where school-wide data will be shared and teachers will have an opportunity to learn about related topics, such as how to identify students who are not responding to tier I supports and need extra support, whether academically or behaviorally. How to effectively teach replacement behaviors, use effective classroom management strategies, how to effectively progress monitor both academic and behavior interventions, how to conduct valid observations, how to collect effective data and how to use Crisis Prevention/ Intervention(CPI) strategies to create a positive classroom and school environment.

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

Describe the plan to support MTSS.

BDOC will make strong efforts to effectively implement and support MTSS. The problem-solving process will be a significant part of each tier for both academic and behavior. Students are reminded of the school-wide expectations throughout the day and will be formally taught monthly. Students will become familiar with BDOC point sheet, which will be used as a (tier I) progress monitoring tool for BDOC. In addition to formally teaching the school-wide expectations, teachers will also teach and frequently review the school's common area rules, classroom rules and classroom procedures. To teach replacement behaviors, students will be given an opportunity to role play and discuss desired behaviors with the assistance of programs such as, Aggression Replacement Trainings (ART), which includes Skillstreaming, Anger Control and Moral Reasoning. In addition to the ART program, Teachers will also teach the "Why Try" and "Too Good for Violence" program, which positive motivates students and promotes positive decision-making. Teachers are trained prior to teaching the above programs and staff will be available for modeling, questions and/or concerns.

Through the Professional Developments, teachers will identify students needing the extra support using various tools such as the Teacher/Grade level Nomination form. This form will be completed quarterly due to the excessive mobility of BDOC students. A team of individuals, known as the Problem-Solving Team (PST) (includes parent and teacher) will meet twice a month to review and determine whether a student or group of students need extra support based on various screening data such as discovery, previous FCAT scores and/or discipline history. Data will be entered effectively and with fidelity on all levels ranging from Genesis to student surveys. During the team meetings, the team will review progress monitoring data to determine whether the student (s) need to continue to receive, fade or increase the extra supports. The parents and teachers will be notified of interventions created and the students' progress.

Literacy Leadership Team

School-Based Literacy Leadership Team

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

The members of the LLT Team for BDOC are: Wanda Brokenburr, Principal; Jodi Lamb, Assistant Principal; Jihan Wilkerson, Dean of Students and Recorder; James Smith, Dean of Students and Data Specialist; Charles Brooks, ESE Facilitator and Time Keeper; Melanie George, Teacher and Advisor; Tracy McCants, Teacher and Technology Coach, Earnestine Smith, Reading Teacher and Specialist..

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

Principal: Wanda Brokenburr- The Principal provides a common vision for the use of all curriculum based decisions for instruction, supervises the development of a strong infrastructure for implementation of LFS and FCIM; ensures that the instructional team is implementing LFS with fidelity; conducts on-going assessment in order to monitor the progress of all students; ensures implementation of intervention support and documentation to “catch students up” using mini lessons; ensures and participates in adequate professional learning to support the LFS implementation; develops a culture of expectation with the school staff for the implementation of LFS school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding academic and prosocial activities.

Assistant Principal: Jodi Lamb- Assists Principal with providing a common vision for the use of all curriculum based decisions for instruction, assists with the development of a strong infrastructure for implementation of LFS and FCIM; assists with monitoring the instructional team so that LFS is implemented with fidelity; assists with conducting on-going assessment in order to monitor the progress of all students; assists with the implementation of intervention support and documentation to “catch students up” using mini lessons; ensures and participates in adequate professional learning to support the LFS implementation; develops a culture of expectation with the school staff for the implementation of LFS school-wide and writing across all content areas; ensures resources are assigned to those areas in most need; and communicates with parents regarding academic and prosocial activities.

Reading Teacher- Earnestine Smith - Provides professional development to teachers as it relates to comprehensive literacy for 6-12 grade students. She models and demonstrates how vocabulary, reading comprehension and writing to inform can be integrated across all content areas. She coordinates the baseline and progress monitoring for student testing. She meets with students for one-on-one and small groups to remediate skills- FCIM. She assists with providing a common vision for the use of all curriculum based decisions for instruction, assists with the development of a strong infrastructure for implementation of LFS and FCIM; assists with monitoring the instructional team so that LFS is implemented with fidelity; assists with conducting on-going assessment in order to monitor the progress of all students; assists with the implementation of intervention support and documentation to “catch students up” using mini lessons; ensures and participates in adequate professional learning to support the LFS implementation; develops a culture of expectation with the school staff for the implementation of LFS school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding academic and prosocial activities.

General Education and ESE Teacher: Melanie George, Tracy McCants, Charles Brooks- Provide information about core instruction and integration of reading across the core content areas; participate in student data collection; deliver Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities (Intensive Reading Classes).

Deans: James Smith and Jihan Wilkerson- Participate in student data collection (progress monitoring), integrate core instructional activities/materials/ instruction in tiered interventions; collaborate with general education teachers.

The Literacy Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- Review school-wide, grade level, and teacher data to problem solve needed academic interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- Help referring teachers design feasible strategies and interventions for academically struggling students by collaborating regularly, problem solving, sharing effective

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

Focus on improving student academic achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

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

The Literacy Leadership Team meetings will focus on how to assist teachers in providing effective instructions through PLCs that target students ability to comprehend complex text across all content areas, providing strategies to students that assist them in using text complexity and building stamina through CISM instructions, integrating speaking and listening across all content areas, and how to deconstruct Common Core standards.

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

***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?

The Literacy Leadership Team meetings will focus on how to assist teachers in providing effective instructions through PLCs that target students ability to comprehend complex text across all content areas, provide strategies to students that assist them in using text complexity and building stamina through CISM instructions, integrate speaking and listening across all content areas, and how to deconstruct Common Core standards.

The Administrative Team will monitor LLT focus areas during classroom walk throughs and written lesson plans.

***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?

Offer students the opportunity to enroll in specified career academies as they transition back to their home school.

***Implement the Rigorous and Relevant Framework through the infusion of Gold Seal Lessons**

***Provide experience with inquiry learning, guest speakers, career day, and job shadowing opportunities**

***Encourage vocational and academic teachers to collaboratively integrate curriculum and instruction**

***Strengthen academic content in existing vocational curriculum**

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?

All high school students are required to have an Electronic Personal Education Plan (ePEP) before entering high school. These plans chart a course for their future career. The ePEPs are reviewed during a meeting between the student and Guidance Counselor annually.

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 teachers will use the CISM model to immerse students in complex text. They will also use FCIM in order to strengthen weak areas. The PSAT, a standardized diagnostic examination, that is funded by the state will be offered to tenth grade high school students free of charge. The results indicate areas of strength and weakness related to career and college readiness.

June 2012

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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		
<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. Students lack the ability to collaborate for problem solving, discussion, presenting, and debating</p>	<p>1A.1. Teachers will incorporate the strategies of nonlinguistic representation, cueing, questioning, the use of advance organizers, and summarizing</p>	<p>1A.1. Principal Assistant Principal</p>	<p>1A.1. Teacher Observation Summarizing</p>	<p>1A.1. Student use of Cooperative Learning</p>		

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>					
<p>By Spring 2013, 37% (48) of students in the total student cell will be a level 3 in Reading as evidenced by the 2012 FCAT School Level Department of Education Report.</p>							
	<p>23% (24) of the students scored at or above a level 3 achievement level.</p>	<p>37% (48) of the total student population is expected to score a level 3 achievement level.</p>					
		<p>1A.2.Students are not actively engaged and motivated</p>	<p>1A.2.Teachers will use cooperative learning structures and differentiated instruction techniques to aid in student engagement and motivation.</p>	<p>1A.2.Principal Assistant Principal</p>	<p>1A.2.Small group interaction Student interest</p>	<p>1A.2.Student participation</p>	
		<p>1A.3.Teacher in all content areas are not actively engaging in collaborative planning</p>	<p>1A.3.Teachers will implement a creative learning environment that involves using research based strategies such as small groups, interactive technology integrated activities.</p>	<p>1A.3.Principal Assistant Principal</p>	<p>1A.3. observation of use of technology with students and teachers</p>	<p>1A.3.student participation and observation</p>	

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 in reading.	2A.1.Students are complacent because of previous knowledge of the materials.	2A.1. Teachers will use text complexity and high order thinking questions to enhance student learning.	2A.1.Principal Assistant Principal	2A.1. Reading for Endurance passage from the county	2A.1. Passages and questions from the county. Passages that have passed the text complexity measurement.		
<u>Reading Goal #2A:</u> By Spring 2013, 6% (6) of students in the total student cell will be at or above level 4 in Reading as evidenced by the 2012 FCAT School Level Department of Education Report	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	5% (5) of the students scored at or above a level 4 achievement score.	6% (6) of the total student population is expected to score at or above level 4 achievement score					

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

		2A.2.Students are not actively or authentically engaged	2A.2. Teacher and students will utilize Marzano nine strategies which are identifying similarities and differences, summarizing and Note taking, Reinforcing effort and providing recognition, Homework and practice, Cooperative Learning, Nonlinguistic Representations, Setting Objective and providing Feedback, Generating and Testing Hypotheses, and cues, Questions, and Advanced Organizers	2A.2. Principal Assistant Principal	2A.2 Increase in student Discovery testing. Discovery Probes	2A.2. Enrichment and high order thinking culminating projects. Discovery Testing	
		2A.3.Lack of relevant vocabulary	2A.3. Teacher will utilize vocabulary strategies that reinforce multiple usages.	2A.3.Principal Assistant Principal	2A.3.Discovery Probes	2A.3. Discovery Testing	

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.	3A.1. Students have an inability to evaluate, rigor, relevance, and higher order thinking text.	3A.1. Teacher will implement differentiated instruction of content, process, and product. Provide PD in EATS, HOT, Closed reading, Text complexity, and (CISM) Comprehensive Instructional Sequence Model).	3A.1. Principal Assistant Principal	3A.1. Teacher Observation Work Samples	3A.1. Sign In sheet from Professional Development in school. Look at the county Professional Development Scheduler for completion of PD		
Reading Goal #3A: By Spring 2013, 45% (64) of students in the total student cell will make learning gains in Reading as evidenced by the 2012 FCAT School Level Department of Education Report	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	35% (50) of the student made learning gains	45% (64) of the students will make learning gains					
		3A.2. Students are actively or authentically engaged	3A.2. Teacher and students will utilize Marzano nine strategies which are identifying similarities and differences, summarizing and Note taking, Reinforcing effort and providing recognition, Homework and practice, Cooperative Learning, Nonlinguistic Representations, Setting Objective and providing Feedback, Generating and Testing Hypotheses, and cues, Questions, and Advanced Organizers	2A.2. Principal Assistant Principal	2A.2 Increase in student test grade Work Samples	2A.2. Enrichment and high order thinking culminating projects. Discovery Testing	
		3A.3.Lack of relevant vocabulary	3A.3. Teacher will utilize vocabulary strategies that reinforce multiple usages.	3A.3.Principal Assistant Principal	3A.3.Discovery Probes	3A.3. Discovery Testing	

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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Lack of instructions involving Multi-modalities Students are not introduced to complex text	4A.1. Teacher will use multiple learning styles for reading. Visual, Auditory, Kinesthetic Use CISM to breakdown complex text	4A.1. Principal Assistant Principal	4. A.1. Teacher Observation	4A.1. Teacher Observation Principal or Assist Principal Observation		
<u>Reading Goal #4A:</u> No Data Given for School Improvement Rating	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No Data Given for School Improvement Rating	No Data Given for School Improvement Rating					
		4A.2. Students are not rereading and engaging the text	4A.2. Use Graphic Organizer to engage student with the	4A.2. Principal Assistant Principal	4A.2. Teacher Observation	4A.2. Discovery Probes and Discovery Test	

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

		<p>4A.3. Students are not actively or authentically engaged</p>	<p>4A.3. Teacher and students will utilize Marzano’s nine strategies which increase student achievement which are: identifying similarities and differences, summarizing and Note taking, Reinforcing effort and providing recognition, Homework and practice, Cooperative Learning, Nonlinguistic Representations, Setting Objective and providing Feedback, Generating and Testing Hypotheses, and cues, Questions, and Advanced Organizers</p>	<p>4A.3. Principal Assistant Principal</p>	<p>4A.3 Increase in student test grade</p> <p>Work Samples</p>	<p>4A.23 Enrichment and high order thinking culminating projects.</p> <p>Discovery Testing</p>	
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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	Target- 31% Proficient	Target- 37% Proficient	Target- 44% Proficient	Target- 50% Proficient	Target- 56% Proficient	Target- 62% Proficient
<u>Reading Goal #5A:</u> In 2010-11, 25% of the students were proficient in reading. 75% were non-proficient in reading.							

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional 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
Common Core Initiatives- Text Complexity, CISM	6-12	Reading Teacher	Teachers	2x a month during planning time	Classroom Walk Throughs, Lesson Plan Monitoring, Informal Conversations with Teachers	Principal Assistant Principal

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

Classroom Instruction That Works	6-12	Principal	Teachers	2x a month during planning time	Classroom Walk Throughs, Lesson Plan Monitoring, Informal Conversations with Teachers	<i>Principal Assistant Principal</i>
Technology In the Classroom- Instructional Technology, Student engagement of Technology	6-12	Technology Coach	Teachers	2x a month during planning time	Classroom Walk Throughs, Lesson Plan Monitoring, Informal Conversations with Teachers	<i>Principal Assistant Principal</i>

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
Use CISM to breakdown complex text	Common Core and Speaking and Listening Sections for each teacher's specific area. (All teachers will receive the Speaking and Listening sections).	Operating Budget	\$250
Subtotal: \$250			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teacher will use multiple learning styles for reading. Visual, Auditory, Kinesthetic	Kindle Fires	Operating Budget	\$1,000
Subtotal: \$1250			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will use and students will utilize Marzano's nine strategies which increase student achievement.	Classroom Instruction That Works DVD and Classroom Instruction That Works Book (for each teacher).	Operating Budget	\$175
Subtotal: \$1395			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$1395			

End of Reading Goals

June 2012

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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. Students come from out of the United States within the school year and do not have enough time to learn the language.	1.1. Students will work on speaking/listening proficiency in the classroom using dictionaries and technology (computers, tablets, etc.) to assist.	1.1. Principal Assistant Principal Teachers	1.1. Student academic performance in the regular education classroom setting.	1.1. CELLA Assessment	
<u>CELLA Goal #1:</u> Student will increase level of proficiency on listening /speaking portion by 5 percent.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	80% of students were proficient					
		1.2. Students come to Bill Duncan where there are no services from a home school where they have ELL services.	1.2. Students will be provided with alternate materials (dictionaries, shoulder partners, computers) to assist them in the classroom.	1.2. Principal Assistant Principal Teachers	1.2. Student academic performance in the regular education classroom setting	1.2. CELLA Assessment

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

		1.3. Students do not take test seriously and therefore do not perform to the best of their ability.	1.3. Students will be informed of the test in a timely manner and provided with materials to help them perform proficiently.	1.3. Principal Assistant Principal Teachers/Guidance	1.3. Student academic performance in the regular education classroom setting	1.3. CELLA Assessment
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. Students come from out of the United States within the school year and do not have enough time to learn the language	2.1. Students will work on reading proficiency in the classroom using dictionaries and technology (computers, tablets, etc.) to assist.	2.1. Principal Assistant Principal Teachers	2.1. Student academic performance in the regular education classroom setting	2.1. CELLA Assessment	
<u>CELLA Goal #2:</u> Student will increase level of proficiency on reading portion by 5 percent.	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	80% of students were proficient.					
		2.2. Students come to Bill Duncan where there are no services from a home school where they have ELL services.	2.2. Students will be provided with alternate materials (dictionaries, shoulder partners, computers) to assist them in the classroom.	2.2. Principal Assistant Principal Teachers	2.2. Student academic performance in the regular education classroom setting	2.2. CELLA Assessment
		2.3. Students do not take test seriously and therefore do not perform to the best of their ability	2.3. Students will be informed of the test in a timely manner and provided with materials to help them perform proficiently.	2.3. Principal Assistant Principal Teachers/Guidance	2.3. Student academic performance in the regular education classroom setting	2.3. CELLA Assessment

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

3. Students scoring proficient in writing.	2.1. Students come from out of the United States within the school year and do not have enough time to learn the language	2.1. Students will work on writing proficiency in the classroom using dictionaries and technology (computers, tablets, etc.) to assist.	2.1. Principal Assistant Principal Teachers	2.1. Student academic performance in the regular education classroom setting	2.1. CELLA Assessment	
CELLA Goal #3: Student will increase level of proficiency on writing portion by 5 percent.	2012 Current Percent of Students Proficient in Writing :					
	80% of students were proficient					
		2.2. Students come to Bill Duncan where there are no services from a home school where they have ELL services.	2.2. Students will be provided with alternate materials (dictionaries, shoulder partners, computers) to assist them in the classroom.	2.2. Principal Assistant Principal Teachers	2.2. Student academic performance in the regular education classroom setting	2.2. CELLA Assessment
		2.3. Students do not take test seriously and therefore do not perform to the best of their ability	2.3. Students will be informed of the test in a timely manner and provided with materials to help them perform proficiently.	2.3. Principal Assistant Principal Teachers/Guidance	2.3. Student academic performance in the regular education classroom setting	2.3. CELLA Assessment

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
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 CELLA 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		

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

<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. Lack of mastery of essential skills</p> <p>Students are not able to connect with new concepts due to limited prior knowledge.</p>	<p>1A.1. Create custom path of skills that are essential for all students at the specified grade level using the New Century or Compass Odyssey Software. Students will go to the computer lab 2-3 times per week and complete lessons in the prescribed custom path to build up deficiencies.</p>	<p>1A.1. Teachers Principal Assistant Principal</p>	<p>1A.1. *Computer lab assessments *Chapter/Unit quizzes and tests *Benchmark Assessments</p>	<p>1A.1. *Computer lab assessments *Chapter/Unit quizzes and tests *Benchmark Assessments</p>		
<p><u>Mathematics Goal #1A:</u> By Spring 2013, 33% (35) of the students in grades 6 through 8 will be a level 3 or higher in Math as evidenced by the 2013 FCAT School Level Department of Education Report</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	13% (15) of the students scored a level 3 or higher achievement level.	33% (35) of the total student population is expected to score at or above 4 achievement level.					
		1A.2. Absent students due to discipline problems.	1A.2. *Mini Lesson Remediation *ProSocial Skills Lessons w/ HOT. Use PBS incentives.	1A.2. Teachers Principal Assistant Principal	1A.2. Mini Lesson Quizzes *Asking questions in order to get assistance *Actively participation in math class	1A.2. *Successful participation in mini lesson remediation group and ProSocial Skills Lesson. *Decrease in negative behaviors.	

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 mathematics.</p>	<p>2A.1. Students are satisfied with just passing with a "C".</p> <p>Students are not actively or authentically engaged.</p> <p>Lack of Vocabulary.</p>	<p>2A.1. Teachers will develop lesson plans and apply instructional strategies that have the highest probability of enhancing student achievement.</p> <p>Teachers will use HOT Questions.</p> <p>Increase student interest and engagement with cooperative learning.</p> <p>Use PBS incentives.</p>	<p>2A.1. Teachers Principal Assistant Principal</p>	<p>2A.1. Enrichment and Higher Order Culminating Projects</p>	<p>2A.1. Rubric designed by the teacher</p>		

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

<p><u>Mathematics Goal #2A:</u> <i>E</i> By Spring 2013, 4% (3) of students in Grade 6 through 8 will be a level 4 or 5 in Math as evidenced by the 2013 FCAT School Level Department of Education Report. x.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>3% (2) of the students scored at a level 4 and or 5 achievement level.</p>	<p>4% (3) of the total student population is expected to score at or above 4 or 5 achievement level.</p>					
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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

<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.</p>	<p>3A.1. Teachers will implement the Learning Focused model to strengthen core curriculum. Students' math skills will improve through implementation of the core curriculum with fidelity. Teachers will meet a minimum 3 times per month in PLCs to engage in lesson planning to increase content knowledge and pedagogy. Students' math skills will improve through engagement in higher order questions with students being able to explain orally or in</p>	<p>3A.1. Teachers Principal Assistant Principal</p>	<p>3A.1. Teachers will evaluate Mini-Assessment and Formative Test data and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p>	<p>3A.1. 3x per year District Baseline and Mid-Year Testing Semester Exams FCIM Assessments</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>writing to justify their responses. Students' understanding of math improves through unpacking the standards and identifying/developing the common assessments. Data from these assessments will be used to drive differentiated instruction (both remediation and enrichment). Student achievement improves when students are engaged in frequent checks for understanding (during the lesson, end of lesson, after the lesson) that provide timely feedback in order to ensure</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		learning prior to the summative assessment (end of unit/ big idea assessment.).					
<u>Mathematics Goal #3A:</u> By Spring 2013, 45% (40) of the students in grades 6 through 8 will be a level 3 or higher in Math as evidenced by the 2013 FCAT School Level Department of Education Report	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	35% (30)	45% (40)					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.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	Target- 27% Proficient	Target- 33% Proficient	Target- 40% Proficient	Target- 47% Proficient	Target- 53% Proficient	Target- 60% Proficient
<u>Mathematics Goal #5A:</u> In 2010-11, 20% of the students were proficient in reading. 80% were non-proficient in reading.							

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

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		

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

<p>1. Students scoring at Achievement Level 3 in Algebra 1.</p>	<p>1.1. Lack of mastery of essential skills</p> <p>Students are not able to connect with new concepts due to limited prior knowledge.</p>	<p>1.1. Create custom path of skills that are essential for all students at the specified grade level using the New Century or Compass Odyssey Software. Students will go to the computer lab 2-3 times per week and complete lessons in the prescribed custom path to build up deficiencies.</p>	<p>1.1. Teachers Principal Assistant Principal</p>	<p>1.1. *Computer lab assessments</p> <p>*Chapter/Unit quizzes and tests</p> <p>*Benchmark Assessments</p>	<p>1.1. *Computer lab assessments</p> <p>*Chapter/Unit quizzes and tests</p> <p>*Benchmark Assessments</p>		
<p>Algebra 1 Goal #1:</p> <p>By Spring 2013, 10% of the students in grade 9 will pass the algebra 1 EOC as evidenced by the 2013 EOC School Level Department of Education Report</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0% (0) of the students passed the Algebra 1 EOC.</p>	<p>50% (14) students will pass the Algebra 1 EOC.</p>					

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

		1.2. Students lack prior or present content vocabulary knowledge.	1.2. Teachers will provide vocabulary instructions that will incorporate different levels of words which will include content area words, curriculum map vocabulary, and the breakdown of the affixed. Teachers will use vocabulary strategies that most impact student achievement	1.2. Teachers Principal Assistant Principal	1.2. Student participation in oral discussions. Student ability to use vocabulary correctly in their own sentences. Students will score 80% or higher on vocabulary assessments.	1.2. Teacher Observations Quizzes, tests, and assessments	
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>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</p>	<p>2.1. Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students.</p>	<p>2.1. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. - PLC teachers instruct students using the core</p>	<p>2.1. Principal APC</p>	<p>2.1. -PLCs will review unit assessments. -FCIM's will be chosen by looking at formative assessment results.</p>	<p>2.1. 3x per year District Baseline and Mid-Year Testing Semester Exams FCIM Assessments</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		curriculum, incorporating DI strategies from their PLC discussions.					
Algebra Goal #2: By Spring 2013, The percentage of students scoring a Level 4 or 5 on the 2013 Algebra EOC will increase from 0% to 1%.% as evidenced by the 2013 EOC School Level Department of Education Report	<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>					
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						

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

Algebra 1 Goal #3A:

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End of Algebra 1 EOC Goal

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

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. Lack of mastery of essential skills Students are not able to connect with new concepts due to limited prior knowledge.	1.1. Create custom path of skills that are essential for all students at the specified grade level using the New Century or Compass Odyssey Software. Students will go to the computer lab 2-3 times per week and complete lessons in the prescribed custom path to build up deficiencies.	1.1. Teachers Principal Assistant Principal	1.1. *Computer lab assessments *Chapter/Unit quizzes and tests *Benchmark Assessments	1.1. *Computer lab assessments *Chapter/Unit quizzes and tests *Benchmark Assessments		

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

<p><u>Geometry Goal #1:</u> By Spring 2013, 10% of the students in grade 10 will pass the geometry EOC as evidenced by the 2013 EOC School Level Department of Education Report</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>1.2. Lack of mastery of essential skills Students are not able to connect with new concepts due to limited prior knowledge.</p>	<p>1.2. Create custom path of skills that are essential for all students at the specified grade level using the New Century or Compass Odyssey Software. Students will go to the computer lab 2-3 times per week and complete lessons in the prescribed custom path to build up deficiencies.</p>	<p>1.2. Teachers Principal Assistant Principal</p>	<p>1.2. *Computer lab assessments *Chapter/Unit quizzes and tests *Benchmark Assessments</p>	<p>1.2. *Computer lab assessments *Chapter/Unit quizzes and tests *Benchmark Assessments</p>	
<p>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:</p>	<p>Anticipated Barrier</p>						

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1. Lack of common planning time to discuss best practices before the unit of instruction.</p>	<p>2.1. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p>	<p>2.1. Teachers Principal Assistant Principal</p>	<p>2.1. PLCs will review unit assessments. FCIM's will be chosen by looking at formative assessment results.</p>	<p>2.1. 3x per year District Baseline and Mid-Year Testing Semester Exams FCIM Assessments</p>		
<p><u>Geometry Goal #2:</u> By Spring 2013, 7% of the students in grade 10 will pass the Geometry EOC as evidenced by the 2013 EOC School Level Department of Education Report</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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

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	By Spring 2013, 10% of students in Grade 11 will pass the Geometry EOC as evidenced by the 2013 FCAT School Level Department of Education Report.	By Spring 2014, 15% of students in Grade 11 will pass the Geometry EOC as evidenced by the 2014 FCAT School Level Department of Education Report.	By Spring 2015, 20% of students in Grade 11 will pass the Geometry EOC as evidenced by the 2015 FCAT School Level Department of Education Report.	By Spring 2016, 25% of students in Grade 11 will pass the Geometry EOC as evidenced by the 2016 FCAT School Level Department of Education Report.	By Spring 2017, 30% of students in Grade 11 will pass the Geometry EOC as evidenced by the 2017 FCAT School Level Department of Education Report.
<u>Geometry Goal #3A:</u> By Spring 2018, 35% of students in Grade 11 will pass the Geometry EOC as evidenced by the 2018 FCAT School Level Department of Education Report.						

Mathematics Professional Development

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

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
Common Core Initiatives- Text Complexity, CISM	6-12	Reading Teacher	Teachers	2x a month during planning time	Classroom Walk Throughs, Lesson Plan Monitoring, Informal Conversations with Teachers	<i>Principal Assistant Principal</i>
Classroom Instruction That Works	6-12	Principal	Teachers	2x a month during planning time	Classroom Walk Throughs, Lesson Plan Monitoring, Informal Conversations with Teachers	<i>Principal Assistant Principal</i>
Technology In the Classroom- Instructional Technology, Student engagement of Technology	6-12	Technology Coach	Teachers	2x a month during planning time	Classroom Walk Throughs, Lesson Plan Monitoring, Informal Conversations with Teachers	<i>Principal Assistant Principal</i>

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
Use CISM to breakdown complex text	Common Core and Speaking and Listening Sections for each teacher's specific area. (All teachers will receive the Speaking and Listening sections).	Operating Budget	Included in reading budget.
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teacher will use multiple learning styles for reading. Visual, Auditory, Kinesthetic	Kindle Fires	Operating Budget	Included in reading budget.
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will use and students will utilize Marzano's nine strategies which increase student achievement.	Classroom Instruction That Works DVD and Classroom Instruction That Works Book (for each teacher).	Operating Budget	Included in reading budget.
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
			Included in reading budget.
Subtotal:			
Total:			

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

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. Lack of monitoring of scientific concepts for mastery of understanding.</p> <p>Lack of student background knowledge in order to consistently identify, explain and apply Scientific Knowledge and <i>knowledge about science</i> in a variety of complex life situations</p> <p>Lack of technical writing skills, such as in a lab situation and science abstract writing.</p>	<p>1A.1. Lack of monitoring of scientific concepts for mastery of understanding.</p> <p>Lack of student background knowledge in order to consistently identify, explain and apply Scientific Knowledge and <i>knowledge about science</i> in a variety of complex life situations</p> <p>Lack of technical writing skills, such as in a lab situation and science abstract writing.</p>	<p>1A.1. Teacher Principal Assistant Principal</p>	<p>1A.1. A review of lesson plans, student portfolios, and a review of assessment/ lesson spreadsheets</p> <p>1.2. Classroom walk throughs, lesson plans, student interviews</p>	<p>1A.1.</p> <p>Science Diagnostic Testing</p> <p>New Century Testing</p> <p>Assessment Spreadsheets</p> <p>Teacher Made-Vocabulary Pre/ Post Tests</p> <p>Other Formative Assessments</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>Science Goal #1A: By Spring 2013, 8th grade- 13% will be level 3 in Science as evidenced by the 2013 FCAT School Level Department of Education Report.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>11% (5) students were at grade level in science.</p>	<p>15% (7) will be proficient in science.</p>					
		<p>1A.2. Absent students due to discipline problems</p>	<p>1A.2. *Mini Lesson Remediation *ProSocial Skills Lessons w/ HOT. Use PBS incentives.</p>	<p>1A.2. Teacher Principal Assistant Principal</p>	<p>1A.2. *Mini Lesson Quizzes *Asking questions in order to get assistance *Actively participation in math class</p>	<p>1A.2. *Successful participation in mini lesson remediation group and ProSocial Skills Lesson. *Decrease in negative behaviors.</p>	

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 science.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Science Goal #2A: By Spring 2013, 7% of students in Grade 8 will pass the Science FCAT 2.0 as evidenced by the 2019 FCAT School Level Department of Education Report.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%	1%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

End of Elementary and Middle School Science Goals

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

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						
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>1. Students scoring at Achievement Level 3 in Biology 1.</p>	<p>1.1. Low reading levels – Students are not fluent and have not developed true metacognitive skills to comprehend content based questions.</p>	<p>1.1. All biology teachers will employ the Comprehension Instruction Model (CIS) model for each biology unit to increase reading fluency within the content area. Teachers are working together to develop lessons.</p>	<p>1.1. The Principal, APC, Teacher</p>	<p>1.1. Teachers will evaluate Mini-Assessment and Formative Test data and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>Teachers will collaborate to form common assessments.</p>	<p>1.1.</p> <ul style="list-style-type: none"> • District Formative Assessments (3x/yr) • Multiple Checks for Understanding/ Formative Assessments during lessons • FCIM quizzes • Unit/Chapter Tests/ Quizzes • Semester Exam data 		
<p>Biology 1 Goal #1: By Spring 2013, 11% of students in Grade 10 will pass the Biology EOC as evidenced by the 2013 FCAT School Level Department of Education Report.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>.5% 1 of 20</p>	<p>3%</p>					

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

		<p>1.2. Differentiated Instruction: Not all teachers have developed effective lesson planning skills and instruction is not differentiated enough.</p>	<p>1.2. Teachers will meet once per week in their PLCs to develop common effective 5E lessons. These lessons will include ‘Checks for understanding’ and Higher Order Thinking (HOT) questions. Teachers will employ FCIMs on a daily basis to remediate benchmarks.</p>	<p>1.2. The Principal, APC, Teacher</p>	<p>1.2. Administrators conducting walk-throughs will look for implementation of strategies and correlate effective reading strategies to Mini-assessment data.</p> <p>Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>Teachers use the common formative assessment data, common unit assessment data, common checks for understanding data, and Achievement Series data to calculate their students’ progress towards their PLC</p>	<p>1.2.</p> <ul style="list-style-type: none"> • District Formative Assessments (3x/yr) • Multiple Checks for Understanding/ Formative Assessments during lessons • FCIM quizzes • Unit/Chapter Tests/ Quizzes • Semester Exam data 	
		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		

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</p>	<p>2.1. Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts.</p>	<p>2.1. To strengthen the core curriculum teachers will increase the number of inquiry based instruction and work to increase student engagement, explore time, accountable talk and higher order questioning per unit of instruction. Students will develop problem-solving and creative thinking skills while constructing new knowledge.</p>	<p>2.1 . The Principal, APC, Teacher</p>	<p>2.1. Science PLCs will review unit assessments & Mini-Assessments to chart the increase in the number of students reaching at least 80% mastery on units of instruction</p>	<p>2.1.</p> <ul style="list-style-type: none"> • District Formative Assessments (3x/yr) • Multiple Checks for Understanding/ Formative Assessments during lessons • FCIM quizzes • Unit/Chapter Tests/ Quizzes • Semester Exam data 		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Biology 1 Goal #2: By Spring 2019, 5% of students in Grade 10 will pass the Geometry EOC as evidenced by the 2013 FCAT School Level Department of Education Report.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2.2. This level student generally has reading fluency but minimal science literacy.	2.2. Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the CIS model (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least once for every Unit of the curriculum.	2.2. The Principal, APC, Teacher	2.2. PLCs will track achievement on the benchmark attached to the Close Reading passage comparing it to the baseline data (formative data).	2.2. <ul style="list-style-type: none"> • District Formative Assessments (3x/yr) • Multiple Checks for Understanding/ Formative Assessments during lessons • FCIM quizzes • Unit/Chapter Tests/ Quizzes • Semester Exam data 	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 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 <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
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
Common Core Initiatives- Text Complexity, CISM	6-12	Reading Teacher	Teachers	2x a month during planning time	Classroom Walk Throughs, Lesson Plan Monitoring, Informal Conversations with Teachers	<i>Principal Assistant Principal</i>
Classroom Instruction That Works	6-12	Principal	Teachers	2x a month during planning time	Classroom Walk Throughs, Lesson Plan Monitoring, Informal Conversations with Teachers	<i>Principal Assistant Principal</i>
Technology In the Classroom- Instructional Technology, Student engagement of Technology	6-12	Technology Coach	Teachers	2x a month during planning time	Classroom Walk Throughs, Lesson Plan Monitoring, Informal Conversations with Teachers	<i>Principal Assistant Principal</i>
Effective Writing Across All Content Areas	6-12	Literacy Team Member	Teachers	2x a month during planning time	Lesson Plans/Classroom Walk-Throughs/Panel Meetings	Principal/Assistant Principal/ Designated Leadership Team Members

Science 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

June 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
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

End of Science Goals

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		

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

<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1. Poor grammar, spelling, vocabulary, and basic writing skills</p>	<p>1.1 Students will be instructed in the Writing Process and the parts of the 5 Paragraph Essay</p> <p>1.1b. Teachers will support this instruction using 1-2 specific graphic organizers</p> <p>1.1c. Teachers will use standard FCAT Writes rubrics on all writing assignments</p> <p>1.1d. Teachers will provide daily writing opportunities for students to practice</p> <p>1.1e. All students will be involved in a Writing Across the Curriculum program in all of their content area</p>	<p>1.1. English Teachers, Administrators, Leadership Team Members</p>	<p>1.1. Improvements in progress monitoring assessments and FCAT Writes test results</p>	<p>1.1. Student samples of work will be retained in student writing folders and regularly evaluated</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<p>classes where teachers will assign a minimum of two essays per grading period</p> <p>1.1f. Content teachers will support writing assignments with the same FCAT rubrics used in English classes as provided by the state Department of Education</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Writing Goal #1A:</u> By Spring 2013, 85% (12) 10th Grade students will show mastery in Persuasive writing by achieving 4.0 or higher on the FCAT Writes Test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
<p>By Spring 2013, 91% (55) 8th Grade students will show mastery in Informative writing by achieving 4.0 or higher on the FCAT Writes Test.</p>							

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

	<p>75% (9) 10th Grade students achieved mastery in Persuasive writing by achieving 3.0 or higher on FCAT Writes; 33% (4) 10th Grade students achieved 4.0 or higher on FCAT Writes</p>	<p>By Spring 2012, 85% (12) 10th Grade students will achieve 4.0 or higher on the FCAT Writes Test</p>					
	<p>81% (43) 8th Grade students achieved mastery in Expository writing by achieving 3.0 or higher on FCAT Writes; 30% (16) 8th Grade students achieved 4.0 or higher on FCAT Writes</p>	<p>By Spring 2012, 91% (55) 8th Grade students will achieve 4.0 or higher on the FCAT Writes Test</p>					

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

		1.1 Poor logic and problem- solving skills	1.1. Students will utilize the Writing Process and create well-constructed, vivid paragraphs daily; all writing will be dated, and recorded in writing folders for monitoring of growth across time	1.1. English Teachers, Administrators, Leadership Team Members	1.1. Improvements in progress monitoring assessments (folder/portfolio reviews)	1.1. Student samples of work will be retained in student writing folders and evaluated regularly	
		1.1. Poor organization skills	1.1 Students will maintain a Writing Portfolio in their English classes and follow district curriculum maps for writing 1.3b. All teachers will maintain a log of writing strategies and weekly writing instruction 1.3c. Students will learn how to use and self- assess using standard FCAT rubrics	1.1 English Teachers, Administrators, Leadership Team Members	1.1 Improvements in progress monitoring assessments (folder/portfolio reviews) and FCAT Writes results	1.1 Writing portfolios, writing folders/rubric usage and the Writing Across the Curriculum process will be utilized to assess student mastery	

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
Effective Writing Across All Content Areas	6-12	Literacy Team Member	Teachers School-wide	Weekly PLCs during common planning time	Lesson Plans/Classroom Walk-Throughs/Panel Meetings	Principal/Assistant Principal/ Designated Leadership Team Members

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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

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

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

End of Writing Goals

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		

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

<p>1. Students scoring at Achievement Level 3 in Civics.</p>	<p>1.1. Grade Level Reading Skills, Imagery Skills of student, school attendance of student, textbook and supplemental materials, and worldview and current events prior knowledge.</p>	<p>1.1 More hands-on activities, co-op learning strategies to enhance reading content. Media print and online use by student and teacher to enhance student learning for meaning.</p>	<p>1.1. Principal , Assistant Principal, Teachers</p>	<p>1.1. Teacher-made Test, EOC, Observation of staff</p>	<p>1.1. Teacher-made Test, EOC, Observation of staff</p>		
<p>Civics_Goal #1: Provide a rigorous and relevant curriculum leading to a student increased achievement of 80%.for student s in 7-8th grade.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					
		<p>1.2. Student endurance for testing</p>	<p>1.2. History increased student awareness by dramatization via field trips, enactments, student role play.</p>	<p>1.2. Principal , Assistant Principal, Teachers, Guidance Counselor</p>	<p>1.2. Teacher-made Test, EOC, Observation of staff</p>	<p>1.2. Teacher-made Test, EOC, Observation of staff</p>	

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

		1.3. Behavioral Issues of student during class instruction.	1.3. Increased student hands-on learning activities.	1.3.Principal, Assistant Principal, Teacher, School Psychologist, Guidance Counselor,	1.3. Observation of staff, Discipline record of student during class period	1.3. Observation of staff, Discipline record of student during class period	
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 Civics.	2.1. Grade Level Reading Skills, Imagery Skills of student, school attendance of student, textbook and supplemental materials, and worldview and current events prior knowledge.	2.1 Increase student global knowledge skills in the learning context using DBQ's and print and online media.	1.1.Principal , Assistant Principal, Teachers	1.1.Teacher-made Test, EOC, Observation of staff	1.1. Teacher-made Test, EOC, Observation of staff		

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

<u>Civics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Integrate cross content reading and writing as it pertains to the world and our government policies and foreign affairs in the <i>global world</i> .							
N/A	N/A						
		2.2. Student endurance for testing	2.2.Increased technology access	1.2. Principal , Assistant Principal, Teachers, Guidance Counselor	1.2. Teacher-made Test, EOC, Observation of staff	1.2. Teacher-made Test, EOC, Observation of staff	
		2.3. Behavioral Issues of student during class instruction.	2.3Creating and maintaining a positive school climate and high classroom management standards; PBS strategies for student conflict/ behavior modifications.	2.3. .Principal, Assistant Principal, Teacher, School Psychologist, Guidance Counselor,	2.3. Observation of staff, Discipline record of student during class period	2.3. Observation of staff, Discipline record of student during class period	

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

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

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

End of Civics Goals

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		

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

<p>1. Attendance</p>	<p>1.1. Lack of transportation when the student misses the bus.</p>	<p>1.1. Parent and student will meet with Social Worker. Make parents aware that the student has a pattern of missing the buss and that he/she needs to attend school. Provide city bus transportation information to parents. Contact parents about student's attendance and discuss consequences of their absence. Use the Connect Ed Message System. Home visits by Social Worker</p>	<p>1.1. Principal Assistant Principal Social Worker Teachers</p>	<p>1.1. Social worker will schedule weekly meetings and copies of attendance letters sent home. Social worker daily phone logs. Social Worker will make home visits to those students unable to be contacted by phone.</p>	<p>1.1. Attendance Records Connect Ed Messages Monthly Attendance Reports</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>Attendance Contract</p> <p>Direct parents to website yourattendance matters. webly.com</p>					
<p>Attendance Goal #1:</p> <p>Students will be prompt and attend school on a routine basis to successfully complete the BDOC program.</p> <p>By June 2013, the Attendance Rate will have an increase of 11.5% growth in the average monthly attendance rate (from 75.57% to 87%.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	75.57%	87%					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	92.18%	72%					

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

	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	80.66%	65%					
		1.2. Student does not want to attend school due to being unsuccessful. Effective home and school partnerships.	1.2. Parent and Student will meet with Social Worker. Use Positive Behavioral System (PBS) incentives for attendance. Connect student with a mentor who will work with them to set two long term attendance goals. Provide Attendance Contract	1.2. Principal/Assistant Principal Social Worker/Teachers	1.2. Social Worker will make daily phone calls to parents. Social Worker will schedule weekly meetings and send letters home. Social worker will make weekly home visits.	1.2. Monthly Attendance Reports	
		1.3. Student wants to drop out of school.	1.3. Parent and student will meet with Social Worker/ Guidance to discuss diploma options. Complete Exit Interview Conduct Graduation Awareness Assembly Program Students will complete a career inventory, attend field trips, and/or participate in guest speakers presentations. Log into Choices and build a career goal path.	1.3. Principal/Assistant Principal Social Worker/Guidance	1.3. Social Worker and Guidance Counselor will check on current placement of potential dropouts.	1.3. Monthly Dropout Reports	

Attendance Professional Development

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

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

<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>							
	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
	Parents are Decision Makers (12:31 min)	6-12	A.P./Social Worker	Teachers	PLC Biweekly Meetings during common planning time.	PD 360 Monitoring/Classroom Walk Through/Teacher and Parent Contact Logs.	Principal/A.P./Social Worker
	Why are schools isolated? (6:06 min)	6-12	A.P./Social Worker	Teachers	PLC Biweekly Meetings during common planning time.	PD 360 Monitoring/Classroom Walk Through/Teacher and Parent Contact Logs.	Principal/A.P./Social Worker
Dealing with Criticism (6:28 min)	6-12	A.P./Social Worker	Teachers	PLC Biweekly Meetings during common planning time.	PD 360 Monitoring/Classroom Walk Through/Teacher and Parent Contact Logs.	Principal/A.P./Social Worker	

Attendance 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

June 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
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
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		

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

<p>1. Suspension</p>	<p>1.1. Automatic behavioral response is inappropriate. Lack of a correct pro-social skills model. Escape from school environment.</p>	<p>1.1. Social skills taught in 1st period classes (skill streaming, Aggression Replacement Training, Why Try, and Too Good For Violence). Students will be assigned to the refocus room to reflect on inappropriate behaviors and how to make better decisions. Positive Behavioral System (PBS) used with specific interventions to address behavioral issues. Role modeling by professionals and peers to demonstrate appropriate behaviors and responses to certain situations. Assign students to the refocus room during lunch time.</p>	<p>1.1. Principal Assistant Principal Deans School Psychologist Teachers</p>	<p>1.1. Gather data on suspensions from Genesis using DIS004, DIS005 and DIS016.</p>	<p>1.1. Using Genesis Reports to monitor the number and rate of suspensions.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>Suspension Goal #1:</p> <p>Student will be able to use pro-social skills in order to be polite and productive on a routine basis thus avoiding of school suspensions, therefore successfully completing the BDOC program.</p> <p>By June 2013, the Suspension Rate will have a decrease of 10% in the number of students suspended from 262 to 236.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p>949</p>	<p>858</p>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	<p>169</p>	<p>152</p>					
	<p><u>2012 Total Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	<p>5482</p>	<p>4898</p>					

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

	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	262	236					
		1.2. Student has unidentified and untreated mental issues.	1.2. School Psychologist will provide one on one and/or small group sessions for students in need of services (Referral for service could come from parent, teacher, or administration/support staff).	1.2. Principal/A.P. School Psychologist	1.2. School Psychologist will provide students with behavior contract to monitor daily behavior.	1.2. Behavior contracts will be reviewed monthly to monitor changes in student behavior.	
		1.3. Student has anger management issues.	1.3. Teachers will infuse pro-social skills taught in 1 st period throughout the day. Students will be assigned to the refocus room to reflect on inappropriate behaviors and how to make better decisions. School Psychologist will provide one on one and/or small group sessions for students in need of services (Referral for service could come from parent, teacher, or administration/support staff).	1.3. Principal Assistant Principal Deans School Psychologist Teachers	1.3. Gather data on suspensions from Genesis using DIS004, DIS005 and DIS016.	1.3. Using Genesis Reports to monitor the number and rate of suspensions.	

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 <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
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
Positive Behavior Support (PBS)	6-12	School Psychologist	Teachers	PLC Biweekly Meetings during common planning time.	Lesson Plans/PD 360 Monitoring/ Classroom Walk Through/Teacher and Parent Contact Logs.	Principal/AP/School Psychologist
Aggression Replacement Training, Why Try, Too Good for Violence	6-12	School Psychologist/ PBS Team	Teachers	PLC Biweekly Meetings during common planning time.	Lesson Plans/PD 360 Monitoring/ Classroom Walk Through/Teacher and Parent Contact Logs.	Principal/AP/School Psychologist
Classroom Management that Works	6-12	Dean	Teachers	PLC Biweekly Meetings during common planning time.	Lesson Plans/PD 360 Monitoring/ Classroom Walk Through/Teacher and Parent Contact Logs.	Principal/AP/School Psychologist/ Dean

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

June 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
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

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		

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

<p>1. Parent Involvement</p>	<p>1.1. Lack of access to technology, preventing the ability to obtain information through the parent portal, website and Connect Ed.</p>	<p>1.1. Provide students and parents with information on alternate places to access technology, i.e. the library, community centers, and non-profit organizations. Provide information to parents concerning obtaining assistance on using parent portal.</p>	<p>1.1. Principal/AP/ Network Manager/ Computer Lab Manager</p>	<p>1.1. Monitor how much parents are using the parent portal. Survey the parents.</p>	<p>1.1. Monitor data to see how many parents are using the portal to check on attendance, discipline, grades, etc. Provide surveys to parents.</p>		
<p><u>Parent Involvement Goal #1:</u> Participation by parents at building capacity activities will increase by 20%, from 21% to 41% for activities/ functions located at the school. <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					

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

	21% (76) of parents were involved last year.	41% (103) parents will be involved this year.					
		1.2. Unsigned point sheets.	1.2. Build partnerships with community organizations. Give students PBS tickets for successfully completing items on the point sheets. Phone call to parent. Keep track of student's point sheets to determine correlation between parent/school communications.	1.2. Principal/AP/Teachers	1.2. Continue to send home point sheets and progress monitor return rate through grade level meetings.	1.2. Continue to send home point sheets and progress monitor return rate through grade level meetings at the conclusion of every 9 week grading period.	

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

		<p>1.3. Lack of attendance at parent conference and parent nights.</p>	<p>1.3. Parent Involvement Para would focus on building parent/guardian capacity at school activities/functions.</p> <p>Provide Parent meetings on: Ways that parents can stay involved with their student's education, educational information meetings, educational make and take, understanding the FCAT, and Summer Strategies.</p> <p>High School Counselor from Traviss and the Fresh Start Admin. will conduct an informational session for parents.</p> <p>Build in PBS incentives for students to communicate information to parents.</p>	<p>1.3. Principal/AP/ Guidance/ Parent Involvement Para/ Social Worker/Support Staff</p>	<p>1.3. Use phone logs and attendance sheets to progress monitor and document involvement in conferences and meetings.</p>	<p>1.3. Attendance logs and documentation of who is present at conferences and meetings.</p>	
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Parent Involvement Professional Development

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

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
Levels of Parental Involvement (6:15 min)	6-12	A.P.	Teachers	PLC Biweekly Meetings during common planning time.	PD 360 Monitoring/Classroom Walk Through/Teacher and Parent Contact Logs.	Principal/A.P./Social Worker
Why are schools isolated? (6:06 min)	6-12	A.P.	Teachers	PLC Biweekly Meetings during common planning time.	PD 360 Monitoring/Classroom Walk Through/Teacher and Parent Contact Logs.	Principal/A.P./Social Worker
Parents are Decision Makers (12:31 min)	6-12	A.P,	Teachers	PLC Biweekly Meetings during common planning time.	PD 360 Monitoring/Classroom Walk Through/Teacher and Parent Contact Logs.	Principal/A.P./Social Worker

**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
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 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
<u>STEM Goal #1:</u> Implement/expand project/problem-based learning in math, science and CTE/STEM in core classes.	1.1. Need common collaborative planning time for math, science, ELA and other STEM teachers	1.1 Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1. Principal Assistant Principal	1.1. Administrative walk-throughs	1.1. Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
	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						

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

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

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
<p><u>CTE Goal #1:</u> By Spring, 2013, 75% of students identified as 6-8 graders will participate in career exploration activities, and 75% identified as 9-12 graders will increase their career awareness knowledge-base.</p>	<p>1. Students lack the awareness of career opportunities of the future. High school students are under prepared for the job market upon graduation.</p>	<p>1. Students will participate in Career Cruiser offered through www.fl.choices.org (6-8). High school students will use the Occupational Outlook Handbook to research careers and increase awareness of opportunities (9-12).</p>	<p>1. Student, Teacher, and CTE Team.</p>	<p>1. Completion of Goal Setting Inventory and/or Surveys.</p>	<p>1. Review Career Cruiser Portfolio, surveys or career related research assignments.</p>
	<p>2. Students are not aware of their passions or interests as it relates to careers.</p>	<p>1.2. Students will complete inventories, attend field trips, and/or participate in guest speakers presentations.</p>	<p>1.2. Student, Teacher, and CTE Team.</p>	<p>1.2 Completion of Goal Setting Inventory or career related surveys.</p>	<p>2. Submission of Goal Setting Inventory or career related surveys.</p>
	<p>3. High absenteeism could result in missed opportunities of career discovery offered in the classroom setting.</p>	<p>1.3. Incorporate a PBS incentive for successfully completing Career Cruiser (6-8) and Occupational Outlook Handbook (OOH) Research activity (9-12).</p>	<p>1.3. Student, Teacher, CTE, & PBS Team.</p>	<p>1.3. Completion of Goal Setting Inventory (6-8) and OOH research activity (9-12).</p>	<p>1.3. Reward.</p>

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

CTE 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

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			

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

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
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
N/A	N/A	N/A

- 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.
The SAC will review school improvement plan and make recommendations concerning the SIP and parent involvement activities.

Describe the projected use of SAC funds.	Amount
The SAC funds will be used to help implement and reinforce common core initiatives and technology in the classroom.	\$2000