

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

Our School held a properly noticed School Advisory Council (SAC) meeting where we reviewed the SIP mission/vision and goals. Our School Advisory Council approved our School Improvement Plan, and our meeting minutes reflect the SIP approval vote. We have copies of our approved SIP on file and available in the community.

Principal Signature

Principal Name

SAC Chair Signature

SAC Chair Name

September 2012
Rule 6A-1.099811
Revised September 4, 2012

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: A. Crawford Mosley High School	District Name: Bay
Principal: Sandy Harrison	Superintendent: William V. Husfelt, III
SAC Chair: Joe Grammer	Date of School Board Approval:

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Sandy C. Harrison	Bachelor of Science in Education Master of Science in Educational Leadership	4.5	20	Mrs. Harrison, while assistant principal at Northside Elementary, helped move the school from a 3 time C school to an A school where they have remained. As the principal of Bozeman K-9 school, Mrs. Harrison helped the school maintain an A or B grade consistently.
Assistant Principal	Christy Carpenter	Bachelor of Science in History Master of Science in Educational Leadership	0.5	4	Mrs. Carpenter, while assistant principal at Deane Bozeman Learning Center, helped the school sustain a school grade of “B” each year she was an administrator at the school. She also spent the second half of the 2011-2012 school year at A. Crawford Mosley High School where the school achieved an “A” status.
Assistant Principal	Wes Smith	Bachelor of Science Degree in Social Studies Education	0	3	Mr. Smith, while an administrative assistant at Surfside Middle School, helped the school achieve an “A” school status all three years he was an administrator. This continued a tradition of excellence as the school has achieved “A” school status the previous

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		Master of Science in Educational Leadership			four years as well.
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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)
Literacy Coach	Brenda Stallworth	Ele. Education/1-6 English/6-12 Reading Endorsement Varying Exceptionalities/K-12	0	3	2010-2011 (Deane Bozeman School) Grade 'pending'. 2009-2010 (Deane Bozeman School) Grade 'B'. Reading Learning Gains 57%. Math Learning Gains 65%. Lowest 25% had 53% Learning Gains in Reading and 57% in Math. AYP was not met.. Instructor at Wewahitchka High School prior to Bozeman. 2008-2009 (Wewahitchka High School) Grade 'C'. Reading Learning Gains 53%. Math Learning Gains 69%. Lowest 25% Gains in Reading 56% and 59% in Math. 2007-2008 (Wewahitchka High School) Grade 'C' Learning Gains in Reading 56%. Math Learning Gains 82%. Lowest 25% had 47% Learning Gains in Reading and 82% in Math. AYP was not met
RtI	Kelly Chisholm	SLD K-12 English 6-12 Reading Endorsement K-12 Varying Exceptionalities National Board Certification in Young Adult Varying Exceptionalities	11	0	Exceptional Student Education department head for Mosley High School during the past eight years where Mosley reduced ESE teacher to student ratio from 3.8% to 2.4% (increasing the number of ESE students served through inclusion). In 2007, the state goal was 54.8% served in regular education and Mosley served 55.19% in regular education. FCAT waivers needed for ESE students reduced from 7 in 2008 to zero in 2010 (all graduating ESE students met Sunshine State Standards).

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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. Recruitment: Mosley targets the hiring of highly qualified teachers by providing a safe and orderly work environment where new teachers are provided with veteran staff as mentors, support in disciplinary and intervention situations with students, time for teacher collaboration, and on-site, job-embedded professional development.	Administration	Ongoing
2. Retention: To prevent teacher turnover, our school embraces the rehiring of retirement age faculty who are often the most experienced of the staff.	Administration	Ongoing
3. Retention: Our district provides a teacher induction program that trains new teachers after school on various topics to assist in retaining these teachers.	District Human Resources	Ongoing
4. Recruitment: Mosley targets the hiring of highly qualified teachers by beginning the interviewing process early each spring to ensure that we interview a large bank of teachers that will include the transfers from other schools within the district. We also utilize the SearchSoft personnel tracking system to review credentials and references on all applicants to ensure that only the highest caliber teachers are interviewed during the application process.	Administration	Ongoing
5. Retention: All of our Alternative Certification teachers are mentored by an Alternative Certification Instructional Specialist	District Alternative Certification Instructional Specialist	Ongoing

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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
88	2 (2%)	16 (18%)	27 (31%)	43 (49%)	31 (36%)	88 (100%)	9 (11%)	11 (13%)	6 (7%)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Beverly Boss	Chad Weeks	Beverly Boss has served as Mosley High School’s Social Studies Department Head for several years and has multiple years of experience mentoring first year teachers and struggling teachers.	Training as Needed

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Katy McCurdy	Carrie Fioramonti	Katy McCurdy serves as Mosley High School's Science Department Head. As part of the department head's job description, she will serve as a role model and mentor. She will also coach and a support team members of her department, including Mrs. Fioramonti.	Training as Needed

Additional Requirements

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

School-Based MTSS/RtI Team
MTSS Leadership Team: Administrator – Todd Harless; Brenda Stallworth, Literacy Coach and School Leadership Team Representative; Kristi Page, FLIP (Freshman Learning through Integration Program) Kim Morris, ESE; and the 9 th grade Teacher of Record for the MTSS Student, School Psychologist as available.
The MTSS Leadership Team is comprised of 9 th and 10 th grade teachers. Bay District Schools implemented MTSS in the secondary setting with 9 th grade for the 2011-2012 school year and is now adding the 10 th grade in the 2012-2013 school year. Our Leadership Team is a team of teachers that share a common interest in seeing the successful implementation of MTSS on the Mosley campus. Members meet during the school year to discuss and review any MTSS data. The Leadership Team will share information with the school's leadership team (MULET Mosley Unified Leadership Educational Team), the Literacy Team, and Department Chairs.
The MTSS Leadership Team members, Todd Harless and Brenda Stallworth worked with the MULET team to develop the school improvement plan by providing a plan to report RtI data and initiatives with school leadership team input. The continual monitoring of students will be conducted by the MTSS Leadership Team and the data will be reported to the school's leadership team, Department Chairs and the school's administrators. Additionally, a plan for professional development has been created for all freshmen and sophomore teachers.
MTSS Implementation
The Discovery Education Assessment tests will be used to collect and progress monitor data on reading, mathematics, and science. ClassWorks will also be used to help track students and provide remediation. Behavior will be monitored by the Administrative PLC who will record suspensions, excessive absences, and more. Other data systems in place to collect data are Pearson Access and FOCUS.
Mosley 9 th grade teachers will receive training this year during common planning time by our MTSS Staff Training Specialist, Kelly Chisholm.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Our Literacy Leadership Team includes administrators and faculty representatives. Members include Sandy C. Harrison (Principal), Wes Smith (Assistant Principal for Curriculum/Instruction), Brenda Stallworth, (Literacy Coach), Beverly Boss (Social Studies), Lisa Gibson (Language Arts), Paul Durden (Math), Nichole Mollman (Performing/Fine Arts), Joe Hair (Science), Andrea Mucelli (Reading), and Ellen Tate (Math)

The Mosley Literacy Leadership Team meets monthly to develop a school wide plan for building capacity of reading knowledge across all content areas/electives and to focus on literacy concerns throughout the school.

The Literacy Leadership Team's initiatives for the 2012-2013 school year include continuing the tradition of the Literacy Lineup featuring a week-long celebration of lessons and activities (Fall 2012) centered around a common theme for all disciplines. The team will also promote the importance of providing students with a print-rich environment, including, but not limited to an increase in text complexity and the use of multiple texts. Team will periodically review data as it relates to school improvement goals.

Public School Choice

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

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

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****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?

To ensure that teaching reading strategies is the responsibility of every teacher, first and foremost, our school has embraced the concept of the Literacy Coach. Our highly qualified literacy coach is committed to job embedded professional development, and has provided research-based, on-site, professional development in reading strategies with an emphasis in the content areas. The following strategies are part of the plan to ensure that teaching reading strategies is the responsibility of every teacher:

- Mosley “Best Practices” professional development was held on campus that trained faculty in issues relative to text complexity and student engagement.
- Lesson plans submitted by faculty should include reading strategies as included in the Mosley Lesson Plan Template.
- Mosley will continue the school-wide word of the day program. This school year, all subject areas submitted words from their content area to promote the use of integration of high-level vocabulary across the curriculum.
- Mosley intends to continue to increase the number of faculty pursuing CAR-PD and/or reading endorsement on our campus.
- All teachers will be encouraged to focus on instruction that emphasizes increasing text complexity and the use of multiple texts as directed by the Common Core Literacy Standards implementation in grades 9-12.
- Mosley will continue the school-wide literacy celebration called THE LITERACY LINEUP.

****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?

Elective courses that are offered to students for future employment or job skill training include: Culinary Operations I-IV, Television Production I-IV, Marketing I-III, Marketing Co-op, Computer Programming I-III, Computer Applications I-II, Web Design I-II, Marine Corps JROTC, and Internships.

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?

Elective courses that are offered to students for future employment or job skill training include: Culinary Operations I-IV, Television Production I-IV, Marketing I-III, Marketing Co-op, Computer Programming I-III, Computer Applications I-II, Web Design I-II, Marine Corps JROTC, and Internships.

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Students are encouraged to select these classes through their guidance counselors and homeroom teachers. Students are also exposed to these elective courses throughout the year as the classes participate in school wide activities. Last year, our guidance department held a Registration Rally for students to receive information relative to the electives and possible course options so that course selection was based on personal interest.

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](#).

- Fostering student/teacher communication regarding graduation requirements, scholarships, career opportunities and counseling. All will be achieved through guidance department and homeroom teachers.
- Provide P.E.R.T. or CPT (College Placement Test) to determine college readiness for math and language courses
- Host college and career information sessions for students during school
- Assist students in college admission process by providing college applications and visits from college personnel
- Collaborate with local businesses to provide career exploration and establish student internship via the co-op program
- Monitor the progress of the new English IV college readiness initiative and collect the exit exam data based on PERT and CPT scores to analyze the strengths and weaknesses of the program.

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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
IA. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1.1. Technical difficulties with software & computer systems	1.1. Discovery Education Assessment for progress monitoring and instructional modifications	1.1. Literacy Coach, Reading teachers, testing coordinator, AP of Curriculum	1.1. Teachers will analyze Discovery Education data, collaborate on instructional planning and reflect upon intervention outcomes through the use of common Planning	1.1. 2012-2013 FCAT 2.0, Advanced Placement Exams, Discovery Education Assessments, and student work
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the level of students achieving proficiency (FCAT Level 3) in Reading to 33%	26%	33%					
	(216/831)		1.2. Student engagement within the 5 components of reading	1.2. Implement Web 2.0 resources to use in accordance with Bring Your Own Device policy. Increase involvement with text using new technology.	1.2. All teachers and Literacy Coach	1.2. Student created projects on the comprehension and vocabulary components; projects will be technology oriented.	1.2. 2012-2013 FCAT 2.0, Advanced Placement Exams, Discovery Education Assessments, and student work
			1.3. Rise in socially economic disadvantaged subgroup	1.3. Implement a professional learning community based on Ruby Payne: A Framework for Understanding Poverty	1.3. Leader of Focus group and Administration	1.3. Teacher data notebooks	1.3. 2012-2013 FCAT 2.0 Reading and student portfolios

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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. Reading Goal #2A: Increase the number of students achieving above proficiency (FCAT Levels 4 and 5) in reading to 45%		2.1. Faculty participation in implementing reading strategies	2.1. Provide professional development in the correct use of reading strategies across the curriculum	2.1. Literacy Coach, Department Heads, Administrators	2.1. Lesson plans and professional development feedback	2.1. 2012-2013 FCAT 2.0, Advanced Placement Exams, Discovery Education Assessments, and student work				
	<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td>38% (312/831)</td> <td>45%</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	38% (312/831)	45%	2.2. Faculty participation in implementing reading strategies	2.2. During Focus Group trainings, the faculty will participate in a variety of professional learning communities where they will learn new and effective instructional strategies	2.2. Literacy Coach, Department Heads, Administrators	2.2. Records from literacy coach	2.2. 2012-2013 FCAT 2.0, Advanced Placement Exams, Discovery Education Assessments, and student work
2012 Current Level of Performance:*	2013 Expected Level of Performance:*									
38% (312/831)	45%									
		2.3. Rise in socially economic disadvantaged subgroup	2.3. Implement a professional learning community based on Ruby Payne: A Framework for Understanding Poverty	2.3. Leader of Focus group and Administration	2.3. Teacher data notebooks	2.3. 2012-2013 FCAT 2.0 Reading and student portfolios				

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3.1. The disconnect between reading skills and content	3.1. Content area teachers will implement content specific reading strategies. These teachers will receive additional training in reading strategies in the content area.	3.1. Administrators, Literacy Coach, Department Heads, and teachers	3.1. During classroom observations, observers will focus attention on teaching strategies within the content areas	3.1. 2012-2013 FCAT 2.0, Advanced Placement Exams, Discovery Education Assessments, and student work
Reading Goal #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students making learning gains in reading to 70%	62%	70%					
			3.2. Change from Next Generation Sunshine State Standards to Common Core Standards	3.2. Faculty review of Common Core Standards during pre-service training and common planning time throughout the year to begin implementation.	3.2. Administrators, Literacy Coach, Department Heads, and teachers	3.2. Teacher feedback survey and sign in sheets from the trainings.	3.2. Teacher feedback survey and sign in sheets from the trainings. Student achievement including 2012-2013 FCAT 2.0, Advanced Placement Exams, Discovery Education Assessments, and student work
			3.3. Rise in socially economic disadvantaged subgroup	3.3. Implement a professional learning community based on Ruby Payne: A Framework for Understanding Poverty	3.3. Leader of Focus group and Administration	3.3. Teacher data notebooks	3.3. 2012-2013 FCAT 2.0 Reading and student portfolios
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4.1	4.1.	4.1.	4.1.	4.1.
Reading Goal #4A: Increase the number of students in Lowest 25% making learning gains in reading to 60 %	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4.1	4.1.	4.1.	4.1.	4.1.
		56%	60%	Student apathy resulting from years of low achievement.	Increase student motivation and engagement in literacy learning through the use of technology and real-world applications.	Principal, APC, literacy coach & reading teachers	Make literacy learning more relevant to students by building literacy experiences around students' interests, everyday life, and current events.
			4.2 Lack of goals for improving reading skills	4.2. Students Achievement Chats will be conducted following Common assessments and discovery education assessments	4.2. Literacy coach & all Reading/Language Arts/Science/Social Studies Teachers	4.2. With the assistance of their teachers, students will target reading areas for improvement prior to the next assessment.	4.2. Students' individualized goal plans & Follow up Discovery Education assessments.
			4.3 Master Schedule conflicts	4.3. Literacy Coach will model specialized strategies in content area classrooms in 9 th and 10 th grade.	4.3. Literacy Coach	4.3. Modeling, Coaching and follow-up activities of specialized strategies	4.3 Discovery Education and Common Assessments, PMRN Coaches Log, 2012-13 FCAT 2.0 Data

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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%. Reading Goal #5A: Increase the number of students proficient in reading from 64% to 79% by the 2016-2017 school year	Baseline data 2010-2011 64%		64%	67%	70%	73%	76%	79%
	Enter narrative for the goal in this box.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: Enter narrative for the goal in this box.			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
2012 Current Level of Performance: Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:			2013 Expected Level of Performance: Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.				
Reading Goal #5C: <i>Enter narrative for the goal in this box.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; font-size: x-small;"> 2012 Current Level of Performance:* </td> <td style="width: 50%; text-align: center; font-size: x-small;"> 2013 Expected Level of Performance:* </td> </tr> <tr> <td style="font-size: x-small;"> <i>Enter numerical data for current level of performance in this box.</i> </td> <td style="font-size: x-small;"> <i>Enter numerical data for expected level of performance in this box.</i> </td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>	5C.2.	5C.2.	5C.2.	5C.2.
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>							
5C.3.	5C.3.	5C.3.	5C.3.	5C.3.					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.				
Reading Goal #5D: <i>Enter narrative for the goal in this box.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; font-size: x-small;"> 2012 Current Level of Performance:* </td> <td style="width: 50%; text-align: center; font-size: x-small;"> 2013 Expected Level of Performance:* </td> </tr> <tr> <td style="font-size: x-small;"> <i>Enter numerical data for current level of performance in this box.</i> </td> <td style="font-size: x-small;"> <i>Enter numerical data for expected level of performance in this box.</i> </td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>	5D.2.	5D.2.	5D.2.	5D.2.
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>							
5D.3.	5D.3.	5D.3.	5D.3.	5D.3.					

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.

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Reading Goal #5E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) 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 Content Area Professional Development	All Grade Levels/Core Subject Areas	Brenda Stallworth, Literacy Coach	9 th and 10 th Grade general education content area and reading teachers (FLIP & Team 10)	Weekly/Monthly meetings during common planning; initial training at pre-school in-service training	Literacy Classroom Walkthroughs, Fidelity Checks, Lesson Plans, Individual Professional Development Plans, PMRN Coaches Log	Administrators and Literacy Coach
Ruby Payne: A Framework for Understanding Poverty	All Grade Levels/ All Subject Areas	Rich Hartzler, Erin Morris, and Todd Harless Administrative Assistants	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Differentiated Instruction Professional Learning Community	All Grade Levels/Core Subject Areas	Suzanna Witham and Cinda Trexler	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
CRISS Learning Strategies Professional Learning Communities	All Grade Levels/Core Subject Areas	Brenda Stallworth	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Kagan Cooperative Learning Professional	All Grade Levels/Core	Kristi Page	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators

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Learning Communities	Subject Areas					
Technology Based Professional Learning Community	All Grade Levels/Core Subject Areas	Tommy Davis, Andrea Mucelli, Brianna Biddle	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
“The Courage to Teach” Book Study	All Grade Levels/Core Subject Areas	Jody Schnell	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Reader’s Theatre Professional Learning Community	All Grade Levels/Core Subject Areas	Bruce Taws	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators

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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. Lack of one on one instruction for ELL students	1.1. Opening the LRC for students to receive one on one instruction from teachers and paraprofessionals in the resource center. ELL students are also encouraged to stay for after school tutoring.	1.1. Stephanie Hughes, ELL Guidance Counselor	1.1. LRC Sign-in sheet will be monitored to see if ELL students are utilizing the resource center	1.1. CELLA Testing, Reading and Writing FCAT 2.0, Discovery Education Assessment, and individual student grades
<u>CELLA Goal #1:</u>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
Increase the percentage of students scoring proficient in listening and speaking from 60% (3 out of 5) to 100% (5 out of 5)	60% 3 out of 5 students					
		1.2. Scheduling conflicts that inhibit ELL students from having ESOL endorsed teachers due to class size amendment	1.2. Hand schedule each ELL student after the master schedule is developed	1.2. Stephanie Hughes, ELL Guidance Counselor	1.2. Check ELL student schedules after classes are leveled to make sure they are with ESOL endorsed teachers	1.2. CELLA Testing, Reading and Writing FCAT 2.0, Discovery Education Assessment, and individual student grades
		1.3. Lack of teachers who have their ESOL Endorsement	1.3. Encourage teachers to work towards their ESOL endorsement	1.3. Administration	1.3. Monitoring of teachers who agree to work on their ESOL endorsement	1.3. Certification report showing amount of teachers who are ESOL endorsed
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. Lack of one on one instruction for ELL students	2.1. Opening the LRC for students to receive one on one instruction from teachers and paraprofessionals in the resource center. ELL students are also encouraged	2.1. Stephanie Hughes, ELL Guidance Counselor	2.1. LRC Sign-in sheet will be monitored to see if ELL students are utilizing the resource center	2.1. CELLA Testing, Reading and Writing FCAT 2.0, Discovery Education Assessment, and individual student grades
<u>CELLA Goal #2:</u>	<u>2012 Current Percent of Students Proficient in Reading:</u>					
Increase the percentage of	40%					

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students scoring proficient in reading from 40% (2 out of 5) to 100% (5 out of 5)	2 out of 5 students				to stay for after school tutoring.	
		2.2. Scheduling conflicts that inhibit ELL students from having ESOL endorsed teachers due to class size amendment	2.2. Hand schedule each ELL student after the master schedule is developed	2.2. Stephanie Hughes, ELL Guidance Counselor	2.2. Check ELL student schedules after classes are leveled to make sure they are with ESOL endorsed teachers	2.2. CELLA Testing, Reading and Writing FCAT 2.0, Discovery Education Assessment, and individual student grades
		2.3. Lack of teachers who have their ESOL Endorsement	2.3. Encourage teachers to work towards their ESOL endorsement	2.3. Administration	2.3. Monitoring of teachers who agree to work on their ESOL endorsement	2.3. Certification report showing amount of teachers who are ESOL endorsed

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		3.1. Lack of one on one instruction for ELL students	3.1. Opening the LRC for students to receive one on one instruction from teachers and paraprofessionals in the resource center. ELL students are also encouraged to stay for after school tutoring.	3.1. Stephanie Hughes, ELL Guidance Counselor	3.1. LRC Sign-in sheet will be monitored to see if ELL students are utilizing the resource center	3.1. CELLA Testing, Reading and Writing FCAT 2.0, Discovery Education Assessment, and individual student grades
<u>CELLA Goal #3:</u>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
Increase the percentage of students scoring proficient in listening and speaking from 80% (4 out of 5) to 100% (5 out of 5)	80% 4 out of 5 students					
		3.2. Scheduling conflicts that inhibit ELL students from having ESOL endorsed teachers due to class size amendment	3.2. Hand schedule each ELL student after the master schedule is developed	3.2. Stephanie Hughes, ELL Guidance Counselor	3.2. Check ELL student schedules after classes are leveled to make sure they are with ESOL endorsed teachers	3.2. CELLA Testing, Reading and Writing FCAT 2.0, Discovery Education Assessment, and individual student grades
		3.3. Lack of teachers who have their ESOL Endorsement	3.3. Encourage teachers to work towards their ESOL endorsement	3.3. Administration	3.3. Monitoring of teachers who agree to work on their ESOL endorsement	3.3. Certification report showing amount of teachers who are ESOL

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Technical difficulties with Software and computer systems; Infrastructure issues and logistics of testing limitations.	1.1. Implement Discovery Education assessments to monitor student progress and inform instructional decisions.	1.1. Math Dept. Chair, Course Managers, and Administration	1.1. Teachers will analyze Discovery Education data and collaborate on instructional planning and reflect upon intervention outcomes.	1.1. Discovery Education Assessments and textbook generated tests.
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the level of students achieving proficiency (EOC Level 3) in Algebra 1 to 60%	58% (138/239)	60%					
			1.2. Lack of computer availability	1.2. Implement the use of “SMART” responders in the classroom and increase the use of classroom technology	1.2. Math Dept. Chair, Course Managers, and Administration	1.2. Teachers will analyze Discovery Education data and collaborate on instructional planning and reflect upon intervention outcomes.	1.2. Progress Monitoring
			1.3. Rise in socially economic disadvantageded subgroup	1.3. Implement a professional learning community based on Ruby Payne: A Framework for Understanding Poverty	1.3. Leader of Focus group and Administration	1.3. Teacher data notebooks	1.3. 2012-2013 Algebra I EOC and student portfolios
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			1.2. Technical difficulties with	1.2. Implement Discovery	1.2. Math Dept. Chair, Course	1.1. Teachers will analyze	1.1. Discovery Education

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Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			Managers, and Administration	Education assessments to monitor student progress and inform instructional decisions.	Assessments and textbook generated tests.
Increase the number of students achieving above proficiency (EOC Levels 4 and 5) in Algebra I to 25%	15% (36/239)	17%			Software and computer systems; Infrastructure issues and logistics of testing limitations.		Discovery Education data and collaborate on instructional planning and reflect upon intervention outcomes.
			1.2. Lack of computer availability	1.2. Implement the use of "SMART" responders in the classroom and increase the use of classroom technology	1.2. Math Dept. Chair, Course Managers, and Administration	1.2. Teachers will analyze Discovery Education data and collaborate on instructional planning and reflect upon intervention outcomes.	1.2. Progress Monitoring
			1.3. Rise in socially economic disadvantaged subgroup	1.3. Implement a professional learning community based on Ruby Payne: A Framework for Understanding Poverty	1.3. Leader of Focus group and Administration	1.3. Teacher data notebooks	1.3. 2012-2013 Algebra I EOC and student portfolios

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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							
	74%							
Algebra 1 Goal #3A: Increase the number of students proficient on the Algebra I EOC from 74% to 89% by the 2016-2017 school year			74%	77%	80%	83%	86%	89%
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance: <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance: <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:						
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.3. Technical difficulties with Software and computer systems; Infrastructure issues and logistics of testing limitations.	1.3. Implement Discovery Education assessments to monitor student progress and inform instructional decisions.	1.3. Math Dept. Chair, Course Managers, and Administration	1.1. Teachers will analyze Discovery Education data and collaborate on instructional planning and reflect upon intervention outcomes.	1.1. Discovery Education Assessments and textbook generated tests.
Geometry Goal #1: Baseline Data for the 2012-2013 school year will show at least 45% of Geometry students achieving proficiency (Level 3 on Geometry EOC)	2012 Current Level of Performance:* Level 1- 12% Level 2- 37% Level 3- 51%	2013 Expected Level of Performance:* 45%					
			1.2. Lack of computer availability	1.2. Implement the use of “SMART” responders in the classroom and increase the use of classroom technology	1.2. Math Dept. Chair, Course Managers, and Administration	1.2. Teachers will analyze Discovery Education data and collaborate on instructional planning and reflect upon intervention outcomes.	1.2. Progress Monitoring
			1.3. Rise in socially economic disadvantaged subgroup	1.3. Implement a professional learning community based on Ruby Payne: A Framework for Understanding Poverty	1.3. Leader of Focus group and Administration	1.3. Teacher data notebooks	1.3. 2012-2013 Geometry EOC and student portfolios

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.3 Technical difficulties with Software and computer systems; Infrastructure issues and logistics of testing limitations.	2.3 Implement Discovery Education assessments to monitor student progress and inform instructional decisions.	2.3 Math Dept. Chair, Course Managers, and Administration	2.1. Teachers will analyze Discovery Education data and collaborate on instructional planning and reflect upon intervention outcomes.	2.1. Discovery Education Assessments and textbook generated tests.
Geometry Goal #2: Baseline Data for the 2012-2013 school year will show at least 25% of Geometry students achieving above proficiency (Level 4 or 5 on Geometry EOC)	2012 Current Level of Performance:* Level 1- 12% Level 2- 37% Level 3- 51%	2013 Expected Level of Performance:* 25%	2.2. Lack of computer availability	2.2. Implement the use of “SMART” responders in the classroom and increase the use of classroom technology	2.2. Math Dept. Chair, Course Managers, and Administration	2.2. Teachers will analyze Discovery Education data and collaborate on instructional planning and reflect upon intervention outcomes.	2.2. Progress Monitoring
			2.3. Rise in socially economic disadvantaged subgroup	2.3. Implement a professional learning community based on Ruby Payne: A Framework for Understanding Poverty	2.3. Leader of Focus group and Administration	2.3. Teacher data notebooks	2.3. 2012-2013 Geometry EOC and student portfolios

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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%. Geometry Goal #3A: Increase the amount of students who are proficient on the Geometry EOC from 51% to 66% by the 2016-2017 school year	Baseline data 2011-2012 51%						
			54%	57%	60%	63%	66%
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: Enter narrative for the goal in this box.			2012 Current Level of Performance: Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance: Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

End of Geometry EOC Goals

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Mathematics 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 Content Area Professional Development	All Grade Levels/Core Subject Areas	Brenda Stallworth, Literacy Coach	9 th and 10 th Grade general education content area and reading teachers (FLIP & Team 10)	Weekly/Monthly meetings during common planning; initial training at pre-school in-service training	Literacy Classroom Walkthroughs, Fidelity Checks, Lesson Plans, Individual Professional Development Plans, PMRN Coaches Log	Administrators and Literacy Coach
Ruby Payne: A Framework for Understanding Poverty	All Grade Levels/ All Subject Areas	Rich Hartzer, Erin Morris, and Todd Harless Administrative Assistants	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Differentiated Instruction Professional Learning Community	All Grade Levels/Core Subject Areas	Suzanna Witham and Cinda Trexler	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
CRISS Learning Strategies Professional Learning Communities	All Grade Levels/Core Subject Areas	Brenda Stallworth	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Kagan Cooperative Learning Professional Learning Communities	All Grade Levels/Core Subject Areas	Kristi Page	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Technology Based Professional Learning Community	All Grade Levels/Core Subject Areas	Tommy Davis, Andrea Mucelli, Brianne Biddle	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
“The Courage to Teach” Book Study	All Grade Levels/Core Subject Areas	Jody Schnell	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Reader’s Theatre Professional Learning Community	All Grade Levels/Core Subject Areas	Bruce Taws	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators

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Math for College Readiness Training	All Math Subjects	Math Department Head	Math Department	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Department Head & Administrators
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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
1. Students scoring at Achievement Level 3 in Biology 1.			1.1. Lack of attendance	1.1. Utilize web sites such as Edmodo and Kahn Academy to help inform habitually absent students; provide classroom based incentives for attendance	1.1. Classroom Teacher	1.1. Teacher will monitor the two websites to document the amount of students who are actively using the websites	1.1. 2012-13 Biology EOC, classroom test results, and student work samples
Biology 1 Goal #1: Baseline Data for the 2012-2013 school year will show at least 25% of Biology students achieving proficiency (Level 3 on Biology EOC)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Level 1- 43%	40%					
	Level 2- 33%						
	Level 3- 24%		1.2. Transition to the seven period day and End of Course Exam given 3-4 weeks before the end of the course	1.2. Adjust pacing guides to meet the seven period needs, particularly in Biology. Obtain access to Biology End of Course reviews.	1.2. Classroom Teachers	1.2. The Science Department Head will monitor each teacher’s lesson plans to check for appropriate pacing	1.2. 2012-13 Biology EOC, classroom test results, and student work samples
			1.3. Technical difficulties with software and hardware	1.3. Review and continue technology training on all Smart Technology (Smart Board, Smart Responders, etc.). Provide teachers with professional development on resources that are available.	1.3. Administration and Bay District Schools Technology TOSA	1.3. Classroom walkthroughs will be administered by administrators to check for technology use and to determine future professional development needs	1.3. 2012-13 Biology EOC, classroom test results, and student work samples

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1. Lack of attendance	2.1. Utilize web sites such as Edmodo and Kahn to help inform habitually absent students; provide classroom based incentives for attendance Academy	1.1. Classroom Teacher	1.1. Teacher will monitor the two websites to document the amount of students who are actively using the websites	1.1. 2012-13 Biology EOC, classroom test results, and student work samples
Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Baseline Data for the 2012-2013 school year will show at least 25% of Biology students achieving above proficiency (Level 4 or 5 on Biology EOC)	Level 1- 43%	25%	2.2. Transition to the seven period day and End of Course Exam given 3-4 weeks before the end of the course	2.2. Adjust pacing guides to meet the seven period needs, particularly in Biology. Access End of Course reviews.	1.2. Classroom Teachers	1.2. The Science Department Head will monitor each teacher's lesson plans to check for appropriate pacing	1.2. 2012-13 Biology EOC, classroom test results, and student work samples
	Level 2- 33%						

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		2.3 Technical difficulties with software and hardware	2.3 Review and continue technology training on all Smart Technology (Smart Board, Smart Responders, etc.). Provide teachers with professional development on resources that are available.	1.3. Administration and Bay District Schools Technology TOSA	1.3. Classroom walkthroughs will be administered by administrators to check for technology use and to determine future professional development needs	1.3. 2012-13 Biology EOC, classroom test results, and student work samples
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End of Biology I EOC Goals

Science 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 Content Area Professional Development	All Grade Levels/Core Subject Areas	Brenda Stallworth, Literacy Coach	9 th and 10 th Grade general education content area and reading teachers (FLIP & Team 10)	Weekly/Monthly meetings during common planning; initial training at pre-school in-service training	Literacy Classroom Walkthroughs, Fidelity Checks, Lesson Plans, Individual Professional Development Plans, PMRN Coaches Log	Administrators and Literacy Coach
Ruby Payne: A Framework for Understanding Poverty	All Grade Levels/ All Subject Areas	Rich Hartzer, Erin Morris, and Todd Harless Administrative Assistants	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Differentiated Instruction Professional Learning Community	All Grade Levels/Core Subject Areas	Suzanna Witham and Cinda Trexler	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
CRISS Learning Strategies Professional	All Grade Levels/Core	Brenda Stallworth	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators

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Learning Communities	Subject Areas					
Kagan Cooperative Learning Professional Learning Communities	All Grade Levels/Core Subject Areas	Kristi Page	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Technology Based Professional Learning Community	All Grade Levels/Core Subject Areas	Tommy Davis, Andrea Mucelli, Brianna Biddle	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
“The Courage to Teach” Book Study	All Grade Levels/Core Subject Areas	Jody Schnell	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Reader’s Theatre Professional Learning Community	All Grade Levels/Core Subject Areas	Bruce Taws	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1.1. Transitioning from Florida Next Generation Standards to Common Core Standards in the writing process	1.1. Strengthen core content literacy by embedding common literacy strategies across the curriculum using higher text complexity giving students additional opportunities to write for a variety of purposes. Professional development from Literacy Coach.	1.1. Literacy Coach, Administration, Department Chairs, & Dr. Stephenson	1.1. Teachers will assign reading material where writing response is necessary. Students will respond, and responses will provide practice in paraphrasing, summarizing and other writing skills.	1.1. Lesson Plans indicate Common Core standards measuring the writing process, FCAT Writes 2.0 data, Pre/post data, Advanced Placement Data, Dual Enrollment Exams
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the number of students achieving or exceeding proficiency (Level 3 or higher) on the 2012-2013 FCAT Writes to 94%	89%	94%					
			1.2. Lack of consistent expectations using conventions in writing throughout all subjects	1.2. Develop a Florida Writes rubric across all subject areas using conventions and grammatical accuracy. Use Anchor Set training with teachers. School will also create a school wide focus on accurate spelling and capitalization in all writing.	1.2. All Department Chairs	1.2. During Department Meetings on 2 nd Wednesday have Department Heads discuss and evaluate results of conventions used in writing with their subject areas.	1.2. FCAT Writes 2.0 data, Pre/post data, Advanced Placement Data, Dual Enrollment Exams
			1.3. Lack of interdisciplinary planning for the writing process	1.3. Teachers collaborate during common planning time. Work on textbook mapping skills.	1.3. Literacy coach and all Department Heads	1.3. Department Chairs develop a common curriculum calendar linking subjects to the writing process.	1.3. Improve FCAT Writes 2.0 scores, Advanced Placement Scores, student writing in general

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Writing 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 Content Area Professional Development	All Grade Levels/Core Subject Areas	Brenda Stallworth, Literacy Coach	9 th and 10 th Grade general education content area and reading teachers (FLIP & Team 10)	Weekly/Monthly meetings during common planning; initial training at pre-school in-service training	Literacy Classroom Walkthroughs, Fidelity Checks, Lesson Plans, Individual Professional Development Plans, PMRN Coaches Log	Administrators and Literacy Coach
Ruby Payne: A Framework for Understanding Poverty	All Grade Levels/ All Subject Areas	Rich Hartzler, Erin Morris, and Todd Harless Administrative Assistants	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Differentiated Instruction Professional Learning Community	All Grade Levels/Core Subject Areas	Suzanna Witham and Cinda Trexler	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
CRISS Learning Strategies Professional Learning Communities	All Grade Levels/Core Subject Areas	Brenda Stallworth	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Kagan Cooperative Learning Professional Learning Communities	All Grade Levels/Core Subject Areas	Kristi Page	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Technology Based Professional Learning Community	All Grade Levels/Core Subject Areas	Tommy Davis, Andrea Mucelli, Brianne Biddle	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
“The Courage to Teach” Book Study	All Grade Levels/Core Subject Areas	Jody Schnell	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Reader’s Theatre Professional Learning Community	All Grade Levels/Core Subject Areas	Bruce Taws	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1. New textbook adoption; Lack of strategies to help students comprehend a broad range of new text material	1.1. Purchase additional instructional materials for students and teachers. Literacy coach will provide professional development on comprehension strategies. Teachers will attend textbook adoption training.	1.1. Literacy coach and Social Studies Department Chair	1.1. Teachers will monitor DEA data and student work throughout the school year	1.1. Discovery Education Assessment data, 2012-2013 U.S. History EOC results, AP Test Results, and student work
U.S. History Goal #1: Field Test Data for the 2012-2013 school year will show at least 45% of U.S. History students achieving a Level 2 on the U.S. History EOC	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No Baseline Date	Level 1- 25% Level 2- 45% Level 3- 30%					
			1.2. Vast amount of information on a comprehensive history test and the challenge of this being the first time the U.S. History EOC will be given.	1.2. Teachers will administer quarterly comprehensive reviews and exams of all material covered from the beginning of the course. Teacher and Literacy coach will also determine comprehension needs of the students by continuously reviewing the quarterly assessments and DEA Assessments.	1.2. Teacher and Literacy Coach	1.2. Teacher will implement new strategies based on the data they have looked at and see if the strategies made an impact on student achievement.	1.2. Discovery Education Assessment data, 2012-2013 U.S. History EOC results, AP Test Results, and student work
			1.3. Transition to a 7 period day schedule	1.3. Create a pacing guide for the new extended schedule	1.3. Department Head and U.S. History teachers	1.3. Have set checkpoints throughout the year that teachers and Department	1.3. 2012-2013 U.S. History EOC results, AP Test Results, student grades,

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					Chair monitors	and student work
		1.4 Students not taking the exam seriously if it does not count towards their graduation requirements.	1.4 Teachers will create a rewards system based on student achievement.	1.4 Department Head and U.S. History teachers	1.4 Student feedback and 2012-2013 U.S. History EOC results	1.4 2012-2013 U.S. History EOC results
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.		2.1. New textbook adoption; Lack of strategies to help students comprehend a broad range of new text material	2.1. Purchase additional instructional materials for students and teachers. Literacy coach will provide professional development on comprehension strategies.	2.1. Literacy coach and Social Studies Department Chair	2.1. Teachers will monitor DEA data and student work throughout the school year	2.1. Discovery Education Assessment data, 2012-2013 U.S. History EOC results, AP Test Results, and student work
U.S. History Goal #2: Field Test Data for the 2012-2013 school year will show at least 30% of U.S. History students achieving a Level 3 on the U.S. History EOC	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	No Baseline Date	Level 1- 25% Level 2- 45% Level 3- 30%				
		2.2. Vast amount of information on a comprehensive history test and the challenge of this being the first time the U.S. History EOC will be given.	2.2. Teachers will administer quarterly comprehensive reviews and exams of all material covered from the beginning of the course. Teacher and Literacy coach will also determine comprehension needs of the students by continuously reviewing the quarterly assessments and DEA Assessments.	2.2. Teacher and Literacy Coach	2.2. Teacher will implement new strategies based on the data they have looked at and see if the strategies made an impact on student achievement.	2.2. Discovery Education Assessment data, 2012-2013 U.S. History EOC results, AP Test Results, and student work

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		2.3. Transition to a 7 period day schedule	2.3. Create a pacing guide for the new extended schedule	2.3. Department Head and U.S. History teachers	2.3. Have set checkpoints throughout the year that teachers and Department Chair monitors	2.3. 2012-2013 U.S. History EOC results, AP Test Results, student grades, and student work
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U.S. History 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 Content Area Professional Development	All Grade Levels/Core Subject Areas	Brenda Stallworth, Literacy Coach	9 th and 10 th Grade general education content area and reading teachers (FLIP & Team 10)	Weekly/Monthly meetings during common planning; initial training at pre-school in-service training	Literacy Classroom Walkthroughs, Fidelity Checks, Lesson Plans, Individual Professional Development Plans, PMRN Coaches Log	Administrators and Literacy Coach
Ruby Payne: A Framework for Understanding Poverty	All Grade Levels/ All Subject Areas	Rich Hartzer, Erin Morris, and Todd Harless Administrative Assistants	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Differentiated Instruction Professional Learning Community	All Grade Levels/Core Subject Areas	Suzanna Witham and Cinda Trexler	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
CRISS Learning Strategies Professional Learning Communities	All Grade Levels/Core Subject Areas	Brenda Stallworth	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Kagan Cooperative Learning Professional Learning Communities	All Grade Levels/Core Subject Areas	Kristi Page	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Technology Based Professional Learning Community	All Grade Levels/Core Subject Areas	Tommy Davis, Andrea Mucelli, Brianne Biddle	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators

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“The Courage to Teach” Book Study	All Grade Levels/Core Subject Areas	Jody Schnell	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Reader’s Theatre Professional Learning Community	All Grade Levels/Core Subject Areas	Bruce Taws	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Pacing Guide In-service	11 th Grade U.S. History	Kristy Butchikas	Department Wide	One Time Training	Meeting Agenda	Department Head
Professional Development of Comprehension Strategies	11 th Grade U.S. History	Brenda Stallworth	U.S. History Teachers	Monthly	Meeting Minutes	Literacy Coach

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1: Decrease the number of students with excessive absences from 125 to 113 (~10% decrease) and the number of students with excessive tardies from 293 to 264 (~10% decrease) on the Mosley campus.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>	Lack of communication between teachers and grade level administrators.	Three Administrative Assistants will split the student body by grade level and will track attendance records and respond to truancy problems with a uniform system. Rich Hartzler- 9 th Grade Erin Morris- 10 th Grade Todd Harless- 11 th & 12 th Grade Request attendance reports from teachers every 20 school days. <u>Truancy Interventions:</u> 1) Student and administrator Meet 2) Truancy letter is sent home 3) Attendance agreement is signed by student 4) Student is assigned to In-School Suspension 5) Child study Team is called in to review the student's individual case	Todd Harless Administrative Assistant For Attendance	Attendance Reports Administrative Meetings	Attendance Reports Administrative Meetings
	94.30% (~1700)	94.50% (~1700)					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	125	113					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
293	264						
			1.2.	1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.
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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Ruby Payne: A Framework for Understanding Poverty	All Grade Levels/ All Subject Areas	Rich Hartzler, Erin Morris, and Todd Harless Administrative Assistants	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
“The Courage to Teach” Book Study	All Grade Levels/Core Subject Areas	Jody Schnell	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Tuesdays at Ten; Administrative PLC	9-12	Principal Sandy C. Harrison	Mosley High School Administrators	Weekly Meetings; Every Tuesday Morning at 10:00 A.M.	Meeting Minutes	Sandy Harrison

Suspension Goal(s)

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

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Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
<p>Suspension Goal #1:</p> <p>Decrease the number of out-of-school suspensions by providing school work and assignments to keep students on task in ISS and provide an opportunity to continue learning in the ISS classroom setting.</p>			<p>Contacting teachers to provide assignments for students</p>	<p>Administration, teachers, and student services make intervention to include:</p> <p>a. Administration turn in names of students who are to attend ISS to student service personnel</p>	<p>Seabring Ratliff (In School Suspension Supervisor) and School Administration</p> <p>b. Student services personnel emails all teacher of the student who is to attend ISS with a request to send the student’s work to the ISS Supervisor</p> <p>c. Teachers may email assignments, put them in the ISS Supervisor’s box, or deliver them to ISS before school or during their planning period.</p>	<p>Seabring Ratliff will contact student services or teachers to request school work and assignments if they are not received in a timely manner.</p>	<p>Survey teachers, parents, and students on the effectiveness of the ISS program and the opportunity to provide students with classwork</p>
	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Ruby Payne: A Framework for Understanding Poverty	All Grade Levels/ All Subject Areas	Rich Hartzler, Erin Morris, and Todd Harless Administrative Assistants	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
“The Courage to Teach” Book Study	All Grade Levels/Core Subject Areas	Jody Schnell	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Tuesdays at Ten; Administrative PLC	9-12	Principal Sandy C. Harrison	Mosley High School Administrators	Weekly Meetings; Every Tuesday Morning at 10:00 A.M.	Meeting Minutes	Sandy Harrison

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention		1.1. Teachers must keep data on student performance and inform administration of any at-risk students in all grades	1.1. Create a transition team consisting of teachers, a guidance counselor, and an administrator all dedicated to help struggling students by providing drop-out intervention	1.1. Teachers, guidance counselors, and administration	1.1. Data collection of individual student performance and strategies used for intervention on student behalf discussed by subject area teachers on planning periods to discuss strategies for struggling students 9-12	1.1. Review of grade-level retention and promotion data Dropout rate for 2012-2013 year.
Dropout Prevention Goal #1: Our current graduation rate is 92.3%. Mosley will decrease the student drop-out rate by 0.05%.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>				
	.3%	.25%				
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>				
	92.8%	92.8%				
			1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.
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Dropout Prevention 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
Ruby Payne: A Framework for Understanding Poverty	All Grade Levels/ All Subject Areas	Rich Hartzler, Erin Morris, and Todd Harless Administrative Assistants	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
“The Courage to Teach” Book Study	All Grade Levels/Core Subject Areas	Jody Schnell	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Tuesdays at Ten; Administrative PLC	9-12	Principal Sandy C. Harrison	Mosley High School Administrators	Weekly Meetings; Every Tuesday Morning at 10:00 A.M.	Meeting Minutes	Sandy Harrison

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:			Inability to Inform Parents of School Climate Survey	Create aggressive PR campaign for climate survey period to include:	Todd Harless	Compare percentage rates of completed surveys	School Climate Survey Results
Increase the number of completed School Climate Surveys by Mosley parents to 150.			Inability to enforce completion of School Climate Survey	a.Pass out information about importance of School Climate Survey at all Open Houses			
2012 Current Level of Parent Involvement:*			Lack of Computer Literacy	b.Update school website with School Climate Survey completion Instructions			
105 Responses			Lack of computer ownership	c.Have a step by step guide for parents on" How			
2013 Expected Level of Parent Involvement:*							
150 Responses							

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					to complete the School Climate Survey” if needed		
					d. Inform parents that School Climate Survey may be completed on computers in		
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement 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
Ruby Payne: A Framework for	All Grade Levels/ All Subject	Rich Hartzler, Erin Morris, and Todd	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators

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Understanding Poverty	Areas	Harless Administrative Assistants				
“The Courage to Teach” Book Study	All Grade Levels/Core Subject Areas	Jody Schnell	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Tuesdays at Ten; Administrative PLC	9-12	Principal Sandy C. Harrison	Mosley High School Administrators	Weekly Meetings; Every Tuesday Morning at 10:00 A.M.	Meeting Minutes	Sandy Harrison

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: To develop a STEM based course offering for the 2013-2014 school year.	1.1. Lack of direction and course offerings in the STEM areas, particularly in Technology and Engineering	1.1. Create a committee whose purpose is to develop STEM curriculum for the 2013-2014 school year	1.1. Wes Smith, Assistant Principal for Curriculum and Instruction	1.1. Meeting Minutes	1.1. 2013-2014 Course offerings
	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						
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
STEM Professional Learning Community (Science, Technology, Engineering, and Mathematics)	All Grade Levels	Wes Smith	Paul Durden-Math/MAPPS Katrina McAlpin-Science & Engineering Ray Wishart- Technology Tommy Davis- Technology Tammy Stundon-Science	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
“The Courage to Teach” Book Study	All Grade Levels/Core Subject Areas	Jody Schnell	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p><u>CTE Goal #1:</u> Increase the total amount of students passing an Industry Certification Exam from 17 passed tests to 34 passed tests.</p>	1.1. Outdated teaching materials	1.1. Update textbook and software materials	1.1. Career and Technical Education teachers and Administrators	1.1. The Career and Technical Education Department Head will monitor technology use of both new and old materials to determine which materials are being used successfully	1.1. Amount of Industry Certification Exams passed
	1.2. Lack of student interest in taking Career and Technical Education classes	1.2. Provide a job fair centered on Career and Technical based jobs; expand the Career and Technical Education portion at the Registration Rally in spring to develop more interest in classes	1.2. Career and Technical Education teachers and Administrators	1.2. The Career and Technical Education Department Head and administrators will monitor the amount of course requests for Career and Technical Education courses in the spring	1.2. Amount of Industry Certification Exams passed
	1.3. Lack of students able to take the Industry Certification Exams due to technical difficulties	1.3. Test computers before exam testing dates to ensure the test may be administered	1.3. CTE Department Head	1.3. The CTE Department Head will document how many computers are suitable for administering the exam.	1.3. Amount of Industry Certification Exams passed

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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
Career and Technical Training Department Meetings	All Grade Levels/Career and Technical Classes	Ray Wishart	All Career and Technical Teachers	Monthly Meetings during Common Planning Time	Meeting minutes and Reflection Statements	Administrators
Ruby Payne: A Framework for Understanding Poverty	All Grade Levels/ All Subject Areas	Rich Hartzer, Erin Morris, and Todd Harless Administrative Assistants	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Differentiated Instruction Professional Learning Community	All Grade Levels/Core Subject Areas	Suzanna Witham and Cinda Trexler	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
CRISS Learning Strategies Professional Learning Communities	All Grade Levels/Core Subject Areas	Brenda Stallworth	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Kagan Cooperative Learning Professional Learning Communities	All Grade Levels/Core Subject Areas	Kristi Page	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
Technology Based Professional Learning Community	All Grade Levels/Core Subject Areas	Tommy Davis, Andrea Mucelli, Brianne Biddle	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
“The Courage to Teach” Book Study	All Grade Levels/Core Subject Areas	Jody Schnell	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	Misconceptions about bullying issues.	Implement bullying curriculum in grades 9-12.	Erin Morris for Bullying and Todd Harless for Climate Surveys	Compare percentage rates in regards to safety issues in surveys.	School Climate Survey Results
Increase the number of students responding to the question, "Do you feel safe?" with affirmative responses in the annual climate survey to 85%.	76%	85%	Aforementioned issues with climate surveys.				
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Additional Goals 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
Tuesdays at Ten; Administrative PLC	9-12	Principal Sandy C. Harrison	Mosley High School Administrators	Weekly Meetings; Every Tuesday Morning at 10:00 A.M.	Report during Tuesdays at Ten after Climate Surveys have been completed.	Todd Harless; Administrator Erin Morris: Administrator
Ruby Payne: A Framework for Understanding Poverty	All Grade Levels/ All Subject Areas	Rich Hartzler, Erin Morris, and Todd Harless Administrative Assistants	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators
“The Courage to Teach” Book Study	All Grade Levels/Core Subject Areas	Jody Schnell	School Wide	Monthly meetings during common planning	Meeting Minutes, Reflection Statements	Administrators

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total:

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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

- 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.

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Describe the activities of the SAC for the upcoming school year.

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Describe the projected use of SAC funds.	Amount

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