FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: BETA	District Name: Orange County Public Schools
Principal: William Tovine	Superintendent: Dr. Barbara Jenkins
SAC Chair:	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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	William Tovine	Masters-Ed. Leadership	1	7	Previous Year's Performance: School Achievement level – A: 2009-2010 School Achievement level – B: 2010-2011 School Achievement level – A: 2011-2012
Assistant Principal	Paula Riley	BS Respiratory Therapist/Biology Pre-Med MS Educational Leadership	1	8	2011-2012 Current school not graded (N/G) Graduation Rate: 100% Students Receiving Diplomas: 79% Learning Gains: 50% of all students

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<u>Instructional Coaches</u>

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)
Math	Caroline Andre	BA –Business Administration, MS-Ed. Leadership, Integrated Curriculum 5, ,Mathematics 5-9	12	3	AMO 2013: Achievement Level 3- ALG: 22% Achievement Level 4+ - ALG: 15% Achievement Level 3- GEO: 9% Achievement Level 4+ - GEO: 9% 2011-2012 EOC: Achievement Level 3- ALG: 20% Achievement Level 4+ - ALG: 10% Achievement Level 2(Proficient) - GEO: 18% MS 2011 -2012: 100% of the lowest quartile made learning gains 100% of students with matched scores made learning gains
Reading	Donna Wallace	BA-Elementary Ed. Reading Endorsement K-12	3	3	AMO 2013: Achievement Level 3: Increase by 5% Achievement Level 4+: Increase by 10% Lowest 25%: Increase by 2% Learning Gains: Increase by 3% 2011 -2012: 25% of students were proficient in reading 40% of the lowest quartile made learning gains 25% of students made learning gains

<u>Effective and Highly Effective Teachers</u>

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Professional Learning on site to assist teachers in acquiring multiple certifications that are needed to be highly qualified at	Principal, Site Administrator, Lead Teacher, Instructional	June, 2013

	BETA.	Coaches, CRT	
2.	Seek teachers with multiple certifications	Principal, Assistant Principal/Site Administrator	On-Going
3.	Resource team offers Extensive Professional Learning which assists teachers to renew certifications.	Assistant Principal, CRT, Instructional Coaches, Lead Teacher	On-Going
4.	Mentor-Mentee program for beginning teachers and as instructional support for Out-of-Field teachers.	Assistant Principal, CRT, Instructional Coaches, Lead Teacher, Instructional Leaders	On-Going
5.	School decision making process is open to active input from teachers.	Assistant Principal/Site Administrator	On-Going

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
33% (3) Teaching Out-of-Field	Observations and feedback, biweekly mentoring meetings, coaching and modeling lessons with the use of thinking maps, technology, data chats and differentiated instruction, oversight of certification course work and exam preparation.

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
9	0%	22% (2)	33% (3)	44% (4)	44% (4)	100% (9)	22% (2)	0%	22% (2)

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
Yatonda Ball	Lisa Shroyer	Ms. Ball is the lead teacher for the site and is an experienced professional learning developer as well as a veteran science teacher. She is also very knowledgeable in using RtI, Thinking Maps and differentiated instruction.	Observations and feedback, biweekly mentoring meetings, coaching and modeling lessons with the use of thinking maps, technology, data chats and differentiated instruction, oversight of certification course work and exam preparation.

Yatonda Ball	Niulka Rubi	Ms. Ball is the lead teacher for the site and is an experienced professional learning developer as well as a veteran teacher knowledgeable in many content areas. She is also very knowledgeable in using RtI, Thinking Maps and differentiated instruction.	Observations and feedback, biweekly mentoring meetings, coaching and modeling lessons with the use of thinking maps, technology, data chats and differentiated instruction, oversight of certification course work and exam preparation.

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Additional Requirements

*Coordination and Integration-***Title I Schools Only**

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based RtI Leadership Team. Lead Teacher, Reading Coach, Math Coach, Guidance Counselor, Special Education Placement Specialist, General Education Teachers, ESOL Compliance Specialist, and Assistant Principal/Site Administrator.
Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts? The team meets weekly to access student performance, school wide goals, and initiatives. 1. The team evaluates screening data on reading, math, science and writing performance for each student. 2. Student strengths and weaknesses are analyzed and recorded 3. An intervention plan to target weaknesses is developed including specific instructional methods and targeted assessments. 4. The team reviews the progress of each student on a biweekly basis. If the intervention is not effective, the team problem solves and develops an amended intervention plan for the student. 5. The team continues to progress monitor, insuring that all students achieve growth in their areas of weakness.
Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The BETA RtI team models the method used by all centers in Alternative Education (AE). The RtI team reviews diagnostic information to assist in clearly targeting the reading needs of students, enabling more students to be effectively served through the core reading and mathematics programs and making it possible to provide one on one instruction for Tier III students. The student's level of need dictates the level of support.
RtI Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The data management system used to summarize and collect tiered data is SMS and a series of specific RtI forms designed for the Process. Data Sources for Reading: FAIR, SRI, Benchmark Tests, Benchmark Mini Tests, Intensive Reading Program assessments, diagnostic assessments. Data Sources for Math: SMI, Benchmark Tests, Benchmark Mini Tests.
Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Identify the school-based Literacy Leadership Team (LLT). Lead Teacher, Reading Coach, Math Coach, Guidance Counselor, and Assistant Principal.

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership team convenes weekly to plan, monitor/adjust, evaluate, and address school based issues and activities. Guidance Counselor: Provides academic input for student progression along with behavioral documentation and scheduling needs/concerns. Instructional Coaches: Supports through developing, guiding, modeling, and evaluating school core programs. Researches scientifically based curriculum/behavior assessment and intervention approaches. Helps to disaggregate student data to support differentiated instruction across the curriculum. Assists in the design and implementation for progress monitoring and data collection. Coordinates and implements professional learning. They also meet monthly as part of the Alternative Education LLT as a group of professional learning, disseminates information to BETA; makes decisions about reading instruction and intervention. Assistant Principal: Oversees the implementation of the principal's and district's vision and mission. Ensures that effective school based strategies and interventions are implemented, documented, and continuously monitored to address the diverse needs of all students. Guides and supports the school based leadership team to develop researched based methods for faculty to impact student achievement through professional development. Forms a partnership with all shareholders to communicate site based plans and activities.
Identify the school-based Literacy Leadership Team (LLT). Lead Teacher, Reading Coach, Math Coach, Guidance Counselor, and Assistant Principal.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership team convenes weekly to plan, monitor/adjust, evaluate, and address school based issues and activities. Guidance Counselor: Provides academic input for student progression along with behavioral documentation and scheduling needs/concerns. Instructional Coaches: Supports through developing, guiding, modeling, and evaluating school core programs. Researches scientifically based curriculum/behavior assessment and intervention approaches. Helps to disaggregate student data to support differentiated instruction across the curriculum. Assists in the design and implementation for progress monitoring and data collection. Coordinates and implements professional learning. They also meet monthly as part of the Alternative Education LLT as a group of professional learning, disseminates information to BETA; makes decisions about reading instruction and intervention. Assistant Principal: Oversees the implementation of the principal's and district's vision and mission. Ensures that effective school based strategies and interventions are implemented, documented, and continuously monitored to address the diverse needs of all students. Guides and supports the school based leadership team to develop researched based methods for faculty to impact student achievement through professional development. Forms a partnership with all shareholders to communicate site based plans and activities.
What will be the major initiatives of the LLT this year? The major initiatives of the LLT will be as follows: • Improvement of reading strategy instruction in all content areas. • Differentiated Instruction and Web's DOK • Plan and coordinate professional learning and student activities • Develop, implement and support the instructional focus • Develop meaningful assessment in all core areas to monitor and/or address student needs • Implementation of Professional Learning Communities which improve effectiveness of curriculum implementation through common assessments.

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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*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*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?

BETA will follow the Alternative Education plan to incorporate literacy strategies. We have created several school wide initiatives that are currently being implemented throughout every classroom, regardless of content taught. All teachers participate in Response to Intervention (RtI) progress monitoring. We have incorporated a literacy focus calendar, vocabulary strategies/initiatives are provided to every teacher, and Thinking Maps are being used in every classroom. Common assessments developed for all subject areas through Professional Learning Communities (PLCs) will incorporate reading benchmarks. These initiatives also support the requirements for our new observation system offering additional support to the teachers.

*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?

BETA follows the Alternative Education Schools literacy vision is To develop competent, literate citizens who take ownership for personal goal setting and development in a competitive world. Guidance counselors provide a framework that assists students in choosing courses that meet high school graduation requirements and include benchmarks of the Sunshine State Standards. The framework shows relevance to students' goals by meeting Bright Futures Scholarship core and elective requirements, comprehensively align with the essential workforce skills and align with the U.S. Department of Education's 16 Career Clusters. Alternative Education counselors meet with each student and provide a course checklist outlining specific courses based on grade level and academic needs as it relates to the district's Student Progression Plan. Students on target for meeting the 24-credit minimum requirement are given the opportunity to experience a standard curriculum with career influence which promotes positive outcome for future endeavors.

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

The Alternative Education counselors, which include the BETA counselor, have developed a Comprehensive Guidance Plan to work effectively with students. This plan includes an advising system that allows Alternative Education Counselors to meet with students on a regular basis and provide academic planning while setting college and career goals. Alternative Education counselors provide classroom instruction in collaboration with teachers by using the Choices program, a career interest inventory. Students are engaged in various lessons to motivate their learning while exercising their schemata. The BETA counselor meets with each student and provides a course checklist, outlining specific courses based on grade level and academic needs as it relates to the district's Student Progression Plan. Students are given the opportunity to create an "Electronic" Education Plan (ePEP) alongside the Alternative

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Education counselor to discuss courses needed for the current year and the years thereafter. Students feel involved and enthusiastic when selecting the courses with their counselor. They are also encouraged to research additional careers, track their education, check Bright Futures Scholarship eligibility, learn about postsecondary opportunities, apply online to state universities and colleges, and apply online for state and federal financial aid.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

The counselor uses an array of strategies to improve postsecondary readiness such as, placing students in appropriate courses based on specific needs (i.e. scheduling remedial courses for FCAT and other subjects for learning gains), allowing students to take advantage of online courses for advancement, grade forgiveness and/or credit recovery opportunities. Students have the chance to be placed in Math, Reading and Writing for College Success courses, Dual Enrollment, ACT and SAT preparation courses, college tours and online college readiness programs through Facts.org or Collegeboard.com.

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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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1 Ineffective use of reading strategies in content areas. .	1A.1. Training content area teachers in reading strategies through PLCs and on-site staff development.	1A.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	1A.1. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.
Reading Goal #1A: By July 2013, BETA will increase the number students scoring level 3 in reading by 10% (4 of 33).	2012 Current Level of Performance:* In July 2012, 5% (1 of 20) of students at BETA met high standards in FCAT reading as measured by achievement of FCAT level 3.	2013 Expected Level of Performance:* By July 2013 10% (4 of 33) of BETA students will achieve a level 3 on FCAT Reading.					
			1A.2 Alignment between instruction and assessment.	1A.2. Train teachers in the use of CIA blueprint and test item specs in creating common assessments.	1A.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.2. Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.	1A.2. Test samples and lesson plans.
			1A.3. Consistent utilization of data for instructional decision making.	1A.3. Train and provide continuous support using the IMS system and use of consistent data collection.	1A.3. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.3. Comparison of student performance on common assessment to specified standardized assessments.	1A.3. FAIR, Benchmark and Mini-Benchmark exams
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			N/A	N/A	N/A	N/A	N/A
Reading Goal #1B: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
			N/A	N/A	N/A	N/A	N/A

		N/A	N/A	N/A	N/A	N/A

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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.			2A.1. Ineffective use of reading strategies in content areas.	2A.1. Training content area teachers in reading strategies through PLCs and on-site staff development.	2A.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	2A.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	2A.1. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.
Reading Goal #2A: By July 2013, BETA will increase the number of students scoring at or above level 4 in reading by 10% (4 of 33).	2012 Current Level of Performance:* In July of 2012, 10% (2 of 20) of students tested scored at or above level 4 in reading.	2013 Expected Level of Performance:* By July 2013, 20% (7 of 33) of BETA students will score at or above level 4 in reading.					
			2A.2 Alignment between instruction and assessment.	2A.2. Train teachers in the use of CIA blueprint and test item specs in creating common assessments.	2A.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	2A.2. Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.	2A.2. Test samples and lesson plans.
			2A.3. Consistent utilization of data for instructional decision making.	2A.3. Train and provide continuous support using the IMS system and use of consistent data collection.	2A.3. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	2A.3. Comparison of student performance on common assessment to specified standardized assessments.	2A.3. FAIR, Benchmark and Mini-Benchmark exams
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			N/A	N/A	N/A	N/A	N/A
Reading Goal #2B: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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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.			3A.1. Ineffective implementation of targeted intervention.	3A.1. Differentiated instruction	3A.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	3A.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	3A.1. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.
Reading Goal #3A: By July 2013, 28% (9 of 33) of students at BETA will make learning gains in Reading.	2012 Current Level of Performance:* In July of 2012, 25% (3 of 12) students made learning gains.	2013 Expected Level of Performance:* By July 2013, 28% (9 of 33) of students at BETA will make learning gains in reading.					
			3A.2. Ineffective use of reading strategies in content areas.	3A.2. Training content area teachers in reading strategies through PLCs and on-site staff development.	3A.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	3A.2. Leadership team will cooperate to implement a continuous schedule for classroom observations.	3A.2. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			N/A	N/A	N/A	N/A	N/A
Reading Goal #3B: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Ineffective implementation of targeted intervention.	4A.1. Differentiated instruction	4A.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	4A.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	4A.1. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.
Reading Goal #4: By July 2013, 42% (6 of 14) of the lowest quartile students at BETA will make learning gains on FCAT Reading.	2012 Current Level of Performance:* In July of 2012, 40% (2 of 5) of the lowest quartile made learning gains in reading.	2013 Expected Level of Performance:* By July 2013, 42% (6 of 14) of the lowest quartile students at BETA will make learning gains on FCAT Reading.					
			4A.2 Ineffective use of reading strategies in content areas.	4A.2. Training content area teachers in reading strategies through PLCs and on-site staff development.	4A.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	4A.2. Leadership team will cooperate to implement a continuous schedule for classroom observations.	4A.2. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.

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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%.	**Baseline data 2010-2011** 35% (7) students at BETA met high standards in FCAT Reading Level 3 or above.	15% (3/20) students at BETA will make learning gains in reading.	25% (5/20) students at BETA will make learning gains in reading.	40% (8/20) students at BETA will make learning gains in reading.	60% (12/20) students at BETA will make learning gains in reading.	90% (18/20) students at BETA will make learning gains in reading.	100% (20/20) students at BETA will make learning gains in reading.
Reading Goal #5A: BETA students will reduce their achievement gap by 50% more than the prior year, every year for the next six years.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5B.1. Black: Ineffective implementation of targeted intervention.	5B.1. Differentiated instruction	5B.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	5B.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	5B.1. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.	
Reading Goal #5B: Black: By July 2013, 52% (11 of 21) of students will make satisfactory progress in reading.	2012 Current Level of Performance:* Black: In July 2012, 50% (5 of 10) made satisfactory progress. White: N/A Hispanic: N/A Asian: N/A American Indian: N/A	2013 Expected Level of Performance:* Black: By July 2013, 52% (11 of 21) of students will make satisfactory progress in reading. White: N/A Hispanic: N/A Asian: N/A American Indian: N/A					
		N/A	N/A	N/A	N/A	N/A	
		N/A	N/A	N/A	N/A	N/A	

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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. N/A	N/A	N/A	N/A	N/A
Reading Goal #5C: By July 2013 no goal can be created based on the number student in each subgroup. There is not sufficient data on subgroup performance available to determine learning gains of subgroups at BETA covered by this School Improvement Plan.	2012 Current Level of Performance:* Insufficient Data	2013 Expected Level of Performance:* Insufficient Data					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.			N/A	N/A	N/A	N/A	N/A
Reading Goal #5D: By July 2013 no goal can be created based on the number student in each subgroup. There is not sufficient data on subgroup performance available to determine learning gains of subgroups at BETA covered by this School Improvement Plan.	2012 Current Level of Performance:* Insufficient Data	2013 Expected Level of Performance:* Insufficient Data					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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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
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Ineffective implementation of targeted intervention.	5E.1. Differentiated instruction	5E.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	5E.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	5E.1. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.
Reading Goal #5E: By July 2013, 56% (14 out of 25) will make satisfactory progress.	2012 Current Level of Performance:* In July 2012, 52% (6 of 15) made satisfactory progress.	2013 Expected Level of Performance:* By July 2013, 56% (14 out of 25) will make satisfactory progress.					
			N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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
Incorporating Technology into the classroom	6-12 Reading	Yatonda Ball	All	September 2012	Observation	Lead Teacher Reading Coach Math Coach
Literacy PLC's	6-12	Reading Coaches	Reading Teachers	Monthly meetings	Meeting minutes Creation of common plans and assessments	Instructional Coaches Site Administrators Lead Teachers Classroom
New Classroom Assessment Tool	All	Administrators District staff	All	Ongoing	Lesson plans	Administrators
RtI	All	Site Admin. Instructional Coaches	All	Biweekly RtI/progress monitoring meetings	The RtI leadership team will check progress monitoring data, attend a variety of RtI meetings and check meeting logs to be sure that individual student needs are being attended to.	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers

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Thinking Maps	All	Instructional Coaches CRT	All	New teachers in Sept. Follow ups 1 per quarter	Examples of student work Lesson plans	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers
Differentiated Instructional Strategies – Using IMS	All	Instructional Coaches CRT	All	Once per semester and in coaching sessions	Lesson plans	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Utilize the SharePoint portal for the purpose of providing key information for all employees.	To provide an online collaborative vehicle where Professional Development information and shared best practices can be housed in one location for teachers ease of access for our various school sites.	N/A	N/A
Reading FCAT Explorer will be used as an instructional support tool that Provides students independent practice and learning guidance on specific benchmarks to obtain mastery.	Reading Boardwalk: 8th Grade Benchmarks Reading Timeline: 10th Grade Benchmarks	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development will be content focused by applying the criteria of the Professional Learning Communities (PLC) in collaborative teams based on reading benchmarks to establish common assessments.	**To Be Determined**	**To Be Determined**	**To Be Determined**
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
			Total:

End of Reading Goals

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<u>Comprehensive English Language Learning Assessment (CELLA) Goals</u>

* 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. Limited English language use outside of the classroom setting.	1.1. Provide comprehensible instruction in the school setting.	1.1. Classroom Teacher Lead Teacher ELL Compliance Teacher Coaches/Resource Staff	1.1. Monitor student for understanding using learning goal scales.	1.1. Teacher assessment
<u>CELLA Goal #1:</u> BETA will maintain the percentage of ELL students proficient in listening/speaking at 100 % (2 of 2).	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> Of the students designated as ELL, 100% (2 of 2) of students were proficient in listening/speaking.					
	N/A	N/A	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A	N/A
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. Limited exposure to reading outside of the classroom setting.	2.1. Differentiated instruction	2.1. Classroom Teacher Lead Teacher ELL Compliance Teacher Coaches/Resource Staff	2.1. Monitor student for understanding using learning goal scales.	2.1. Teacher assessment and PLC Reading Rubric.
<u>CELLA Goal #2:</u> BETA will increase the number of ELL students proficient in reading by 50% (2 of 2).	<u>2012 Current Percent of Students Proficient in Reading:</u> Of the students designated as ELL, 50% (1 of 2) of students were proficient in reading.					
	N/A	N/A	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A	N/A

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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 writing and grammar skills.	3.1. Implement use of the FCAT writing rubric across content areas.	3.1. Classroom Teacher Lead Teacher ELL Compliance Teacher Coaches/Resource Staff	3.1. Collaboration meetings using student writing samples from School-wide prompts.	3.1.Writing Rubrics, School-wide Prompts PLC Teacher Products
CELLA Goal #3: BETA will maintain the current percentage of ELL students proficient in writing at 100% (2 of 2).	2012 Current Percent of Students Proficient in Writing : Of the students designated as ELL, 100% (2 of 2) of students were proficient in writing.					
	N/A	N/A	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A	N/A

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
			Total: $0.00

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			N/A	N/A	N/A	N/A	N/A
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
N/A	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			N/A	N/A	N/A	N/A	N/A
Mathematics Goal #1B: N/A	N/A	N/A					
	N/A	N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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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 and 5 in mathematics.			N/A	N/A	N/A N/A	N/A	N/A
Mathematics Goal #2A: N/A	N/A	N/A					
	N/A	N/A					
	N/A		N/A	N/A	N/A	N/A	2A.2.
	N/A		N/A	N/A	N/A	N/A	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			N/A	N/A	N/A	N/A	N/A
Mathematics Goal #2B: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
			N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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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 mathematics.			N/A	N/A	N/A	N/A	N/A
Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	N/A	N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
	N/A		N/A	N/A	N/A	N/A	N/A
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			N/A	N/A	N/A	N/A	N/A
Mathematics Goal #3B:	N/A	N/A					
N/A	N/A	N/A					
	N/A		N/A	N/A	N/A	N/A	3B.2.
	N/A		N/A	N/A	N/A	N/A	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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			N/A	N/A	N/A	N/A	N/A
Mathematics Goal #4: N/A	N/A	N/A					
	N/A	N/A					
	N/A		N/A	N/A	N/A	N/A	4A.2.
			N/A	N/A	N/A	N/A	4A.3.

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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%.	**Baseline data 2010-2011** N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics Goal #5A: N/A							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		N/A White: Black: Hispanic: Asian: American Indian:	N/A	N/A	N/A	N/A	
Mathematics Goal #5B: N/A	2012 Current Level of Performance:* N/A White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* N/A White: Black: Hispanic: Asian: American Indian:					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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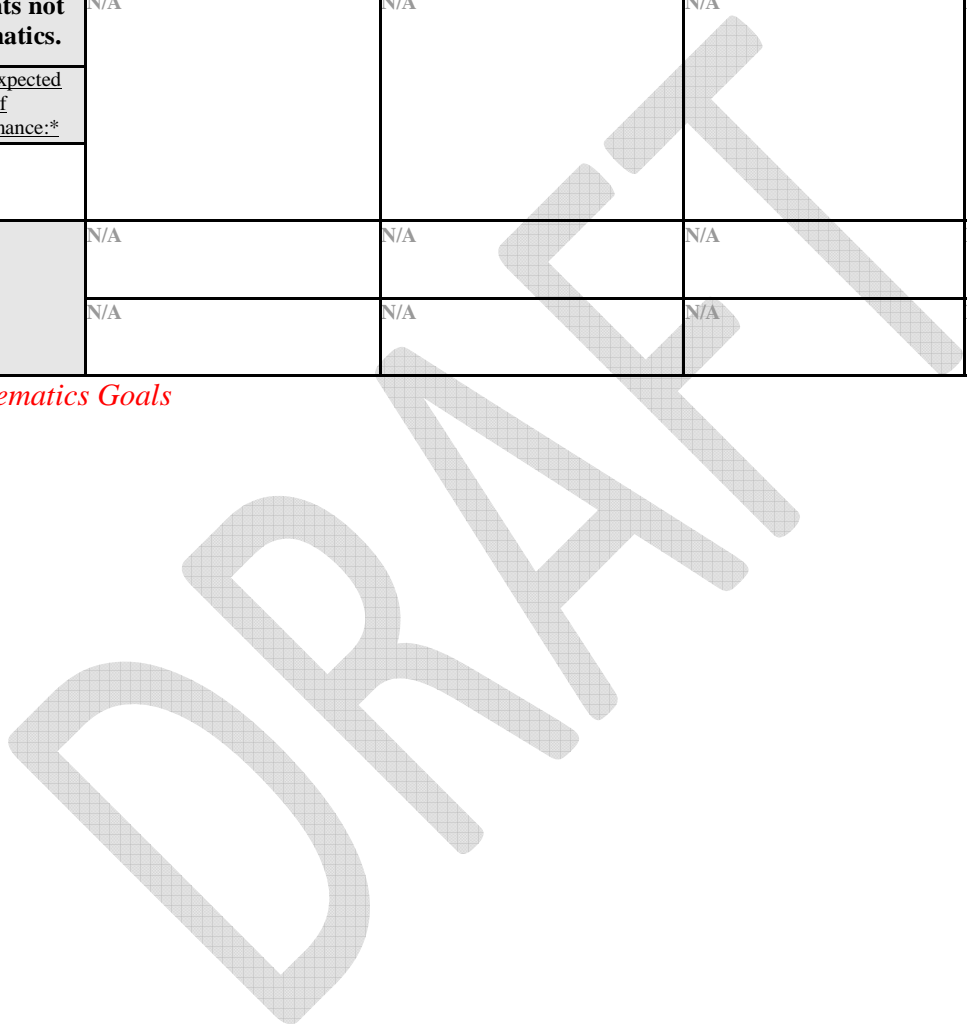| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			N/A	N/A	N/A	N/A	N/A
Mathematics Goal #5C: N/A	N/A N/A	N/A N/A					
	N/A		N/A	N/A	N/A	N/A	5C.2.
	N/A		N/A	N/A	N/A	N/A	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 mathematics.			N/A	N/A	N/A	N/A	N/A
Mathematics Goal #5D: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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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
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			N/A	N/A	N/A	N/A	N/A
Mathematics Goal #5E: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1 Ineffective use of reading strategies in content areas.	1A.1. Training content area teachers in reading strategies through PLCs and on-site staff development.	1A.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	1A.1. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.
Mathematics Goal #1A: By July 2013, BETA will raise the percentage of students demonstrating level 3 mathematics proficiency to 33% (1 of 3).	2012 Current Level of Performance:* In July 2012, 0% (0 of 3) of students achieved level 3.	2013 Expected Level of Performance:* By July 2013, BETA will raise the percentage of students demonstrating level 3 mathematics proficiency to 33% (1 of 3).					
			1A.2 Alignment between instruction and assessment.	1A.2. Train teachers in the use of CIA blueprint and test item specs in creating common assessments	1A.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.2. Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.	1A.2. Test samples and lesson plans.
			1A.3. Consistent utilization of data for instructional decision making.	1A.3. Train and provide continuous support using the IMS system and use of consistent data collection.	1A.3. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.3. Comparison of student performance on common assessment to specified standardized assessments.	1A.3. Benchmark and Mini-Benchmark exams
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			N/A	N/A	N/A	N/A	N/A
Mathematics Goal #1B: N/A	2012 Current Level of Performance:* N/A	N/A N/A					
	N/A	N/A	N/A	N/A	N/A	N/A	N/A

		N/A	N/A	N/A	N/A	N/A

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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 and 5 in mathematics.			2A.1. Ineffective use of reading strategies in content areas.	2A.1. Training content area teachers in reading strategies through PLCs and on-site staff development.	2A.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	2A.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	2A.1. Teacher observations, PLC Content Area Reading Rubric, and PLC teacher product samples.
Mathematics Goal #2A: By July 2013, BETA will raise the percentage of students demonstrating level 4 and 5 mathematics proficiency to 33% (1 of 3).	2012 Current Level of Performance:* In July 2012, 0% (0 of 3) of students achieved level 4 and 5.	2013 Expected Level of Performance:* By July 2013, BETA will raise the percentage of students demonstrating level 4 and 5 mathematics proficiency to 33% (1 of 3).					
			2A.2 Alignment between instruction and assessment. 1A.3. Consistent utilization of data for instructional decision making.	2A.2. Train teachers in the use of CIA blueprint and test item specs in creating common assessments	2A.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	2A.2. Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.	2A.2. Test samples and lesson plans.
			2A.3. Consistent utilization of data for instructional decision making.	2A.3. Train and provide continuous support using the IMS system and use of consistent data collection.	2A.3. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	2A.3. Comparison of student performance on common assessment to specified standardized assessments.	2A.3. Benchmark and Mini-Benchmark exams
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			N/A	N/A	N/A	N/A	N/A
Mathematics Goal #2B: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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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 mathematics.			3A.1. Teachers are not implementing targeted and effective intervention.	3A.1. Differentiated instruction	3A.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	3A.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	3A.1. Teacher observations, benchmark and mini assessments, and PLC teacher product samples.
Mathematics Goal #3A: By July 2013 BETA will increase the number of students making learning gains by 33% (1 of 3).	2012 Current Level of Performance:* In July 2012, 33% (1 of 3) of students made learning gains.	2013 Expected Level of Performance:* By July 2013 67% (2 of 3) students will make learning gains.					
			3A.2. Ineffective use of reading strategies in content areas.	3A.2. Training content area teachers in reading strategies through PLCs and on-site staff development.	3A.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	3A.2. Teacher observations, PLC Content Area Reading Rubric, and PLC teacher product samples	3A.2. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.
			3A.3. Lack of basic math skills and math fluency impedes current instruction	3A.3. Implement intervention strategies in text and CIA Blueprint	3A.3. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers RtI Team	3A.3. Tracking though RtI Meetings and Math PLCs	3A.3. Benchmark and mini assessments
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			N/A	N/A	N/A	N/A	N/A
Mathematics Goal #3B: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Lack of basic math skills and math fluency impedes current instruction	4A.1. Implement intervention strategies in text and CIA Blueprint	4A.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers RtI Team	4A.1. Tracking though RtI Meetings and Math PLCs	4A.1. Benchmark and mini assessments
Mathematics Goal #4A: By July 2013, BETA will maintain the percentage of students making learning gains in math at 100% (1 of 1).	2012 Current Level of Performance:* In July 2012, 100% (1 of 1) of students made learning gains in math.	2013 Expected Level of Performance:* By July 2013, BETA will maintain the percentage of students making learning gains in math at 100% (1 of 1).					
			4A.2. Ineffective use of reading strategies in content areas.	4A.2. Differentiated instruction	4A.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	4A.2. Leadership team will cooperate to implement a continuous schedule for classroom observations.	4A.2. Teacher observations, benchmark and mini assessments, and PLC teacher product samples.
			4A.3. Content Area Teachers are not utilizing reading strategies effectively.	4A.3. Training content area teachers in reading strategies through PLCs and on-site staff development.	4A.3. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	4A.3. Leadership team will cooperate to implement a continuous schedule for classroom observations.	4A.3. Teacher observations, PLC Content Area Reading Rubric, and PLC teacher product samples.

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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%.	**Baseline data 2010-2011** There were no Middle School students reported in 2010-2011.	33% (1/3) of BETA Middle School students will score at a Level 3 or above on FCAT Math Assessment.	66% (2/3) of BETA Middle School students will score at a Level 3 or above on FCAT Math Assessment.	100% (3/3) of BETA Middle School students will score at a Level 3 or above on FCAT Math Assessment.	100% (3/3) of BETA Middle School students will score at a Level 3 or above on FCAT Math Assessment.	100% (3/3) of BETA Middle School students will score at a Level 3 or above on FCAT Math Assessment.	100% (3/3) of BETA Middle School students will score at a Level 3 or above on FCAT Math Assessment.
Mathematics Goal #5A: BETA students will reduce their achievement gap by 50% more than the prior year, every year for the next six years.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. N/A White: Black: Hispanic: Asian: American Indian:	5B.1. N/A	5B.1. N/A	5B.1. N/A	5B.1. N/A	
Mathematics Goal #5B: By July 2013 no goal can be created based on the number student in each subgroup. There is not sufficient data on subgroup performance available to determine learning gains of subgroups at BETA covered by this School Improvement Plan.	2012 Current Level of Performance:* Insufficient Data White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* Insufficient Data White: Black: Hispanic: Asian: American Indian:						
			N/A	N/A	N/A	N/A	N/A	
			N/A	N/A	N/A	N/A	N/A	

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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 mathematics.			5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A
Mathematics Goal #5C: By July 2013 no goal can be created based on the number student in each subgroup. There is not sufficient data on subgroup performance available to determine learning gains of subgroups at BETA covered by this School Improvement Plan.	2012 Current Level of Performance:* Insufficient Data	2013 Expected Level of Performance:* Insufficient Data					
			N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

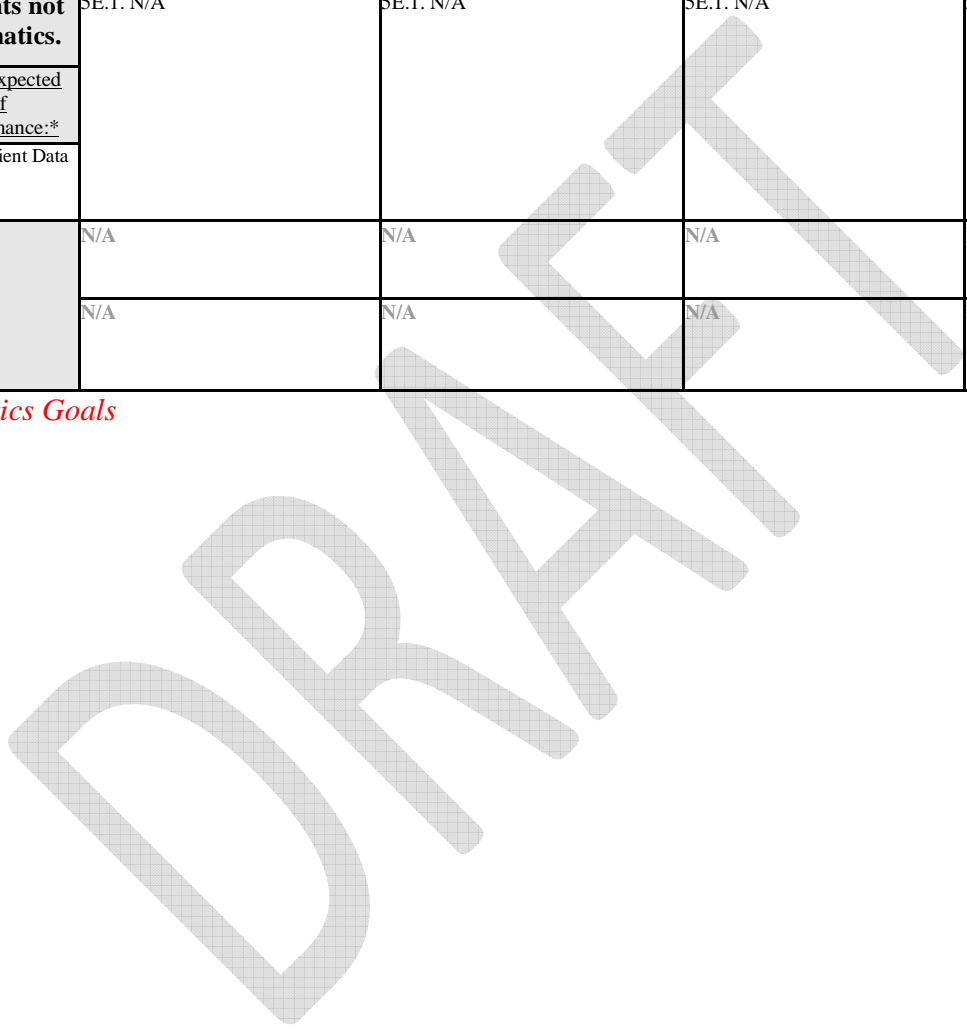| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A
Mathematics Goal #5D: By July 2013 no goal can be created based on the number student in each subgroup. There is not sufficient data on subgroup performance available to determine learning gains of subgroups at BETA covered by this School Improvement Plan.	2012 Current Level of Performance:* Insufficient Data	2013 Expected Level of Performance:* Insufficient Data					
			N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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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
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. N/A	5E.1. N/A	5E.1. N/A	5E.1. N/A	5E.1. N/A
Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By July 2013 no goal can be created based on the number student in each subgroup. There is not sufficient data on subgroup performance available to determine learning gains of subgroups at BETA covered by this School Improvement Plan.	Insufficient Data	Insufficient Data					
			N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	N/A	N/A	N/A	N/A	N/A
Mathematics Goal #1: N/A / N/A / N/A / N/A / N/A					
	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	N/A	N/A	N/A	N/A	N/A
Mathematics Goal #2: N/A / N/A / N/A / N/A / N/A					
	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A

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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
3. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**			N/A	N/A	N/A	N/A	N/A
Mathematics Goal #3: N/A	N/A	N/A					
	N/A	N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

End of Florida Alternate Assessment High School Mathematics Goals

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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)*

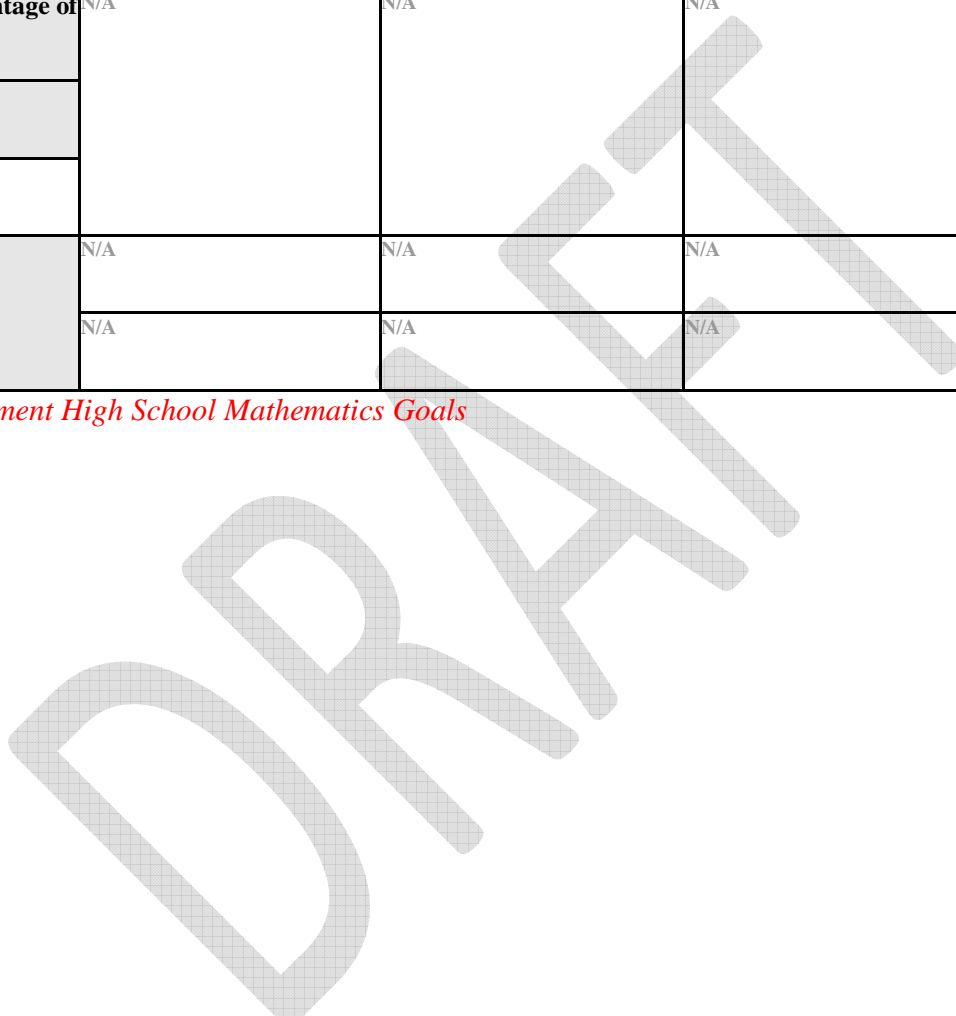* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

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 Ineffective use of reading strategies in content areas.	1.1. Training content area teachers in reading strategies through PLCs and on-site staff development.	1.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	1.1. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.
Algebra 1 Goal #1: By July 2013, 22% (6 of 27) of students at BETA will achieve level 3.	2012 Current Level of Performance:* In July of 2012, 20% (2 of 10) of students achieved a level 3.	2013 Expected Level of Performance:* By July 2013, 22% (6 of 27) of students at BETA will achieve level 3.					
			1.2 Alignment between instruction and assessment. .	1.2. Train teachers in the use of CIA blueprint and test item specs in creating common assessments	1.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.2. Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.	1.2. Test samples and lesson plans.
			1.3. Consistent utilization of data for instructional decision making.	1.3. Train and provide continuous support using the IMS system and use of consistent data collection.	1.3. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.3. Comparison of student performance on common assessment to specified standardized assessments.	1.3. Algebra 1 EOC Benchmark tests
			1.4. Lack of basic math skills and math fluency impedes current instruction	1.4. Implement intervention strategies in text and CIA Blueprint	1.4. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers RtI Team	1.4. Tracking though RtI Meetings and Math PLCs	1.4. Benchmark and mini assessments.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Loss of skill level.	2.1. Differentiating instruction to provide enrichment at a challenging level.	2.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers RtI Team	2.1. Tracking though RtI Meetings and Math PLCs	2.1. Algebra 1 EOC Benchmark Tests
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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By July 2013, BETA will increase the percentage of students by 5% (4 of 27) earning an achievement level 4 and 5.	In July 2012, 10% (1 of 10) of students earned a level 4 and 5.	By July 2013, 15% (4 of 27) of students will achieve a level 4 and 5.					
			N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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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** None Reported	30% (3/10) of students at BETA scored Level 3 or above on the EOC Algebra exam.	50% (5/10) of students at BETA scored Level 3 or above on the EOC Algebra exam.	80% (8/10) of students at BETA scored Level 3 or above on the EOC Algebra exam.	100% (10/10) of students at BETA scored Level 3 or above on the EOC Algebra exam.	100% (10/10) of students at BETA scored Level 3 or above on the EOC Algebra exam.	100% (10/10) of students at BETA scored Level 3 or above on the EOC Algebra exam.
Algebra 1 Goal #3A: BETA students will reduce their achievement gap by 50% more than the prior year, every year for the next six years.							

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. Lack of basic math skills and math fluency impedes current instruction. White: N/A Black: 7% Hispanic: 10% Asian: N/A American Indian: N/A	3B.1. Implement intervention strategies in text and CIA Blueprint	3B.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers RtI Team	3B.1. T racking though RtI Meetings and Math PLCs	3B.1. Benchmark and mini assessments.	
Algebra 1 Goal #3B: Black: By July 2013, 7% (1 of 15) of students will make satisfactory progress in Algebra I. Hispanic: By July 2013, 10% (1 of 10) of students will make satisfactory progress in Algebra I.	2012 Current Level of Performance:* Insufficient Data White: N/A Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A	2013 Expected Level of Performance:* White: N/A Black: 7% Hispanic: 10% Asian: N/A American Indian: N/A					
		N/A	N/A	N/A	N/A	N/A	
		N/A	N/A	N/A	N/A	N/A	

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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.			N/A	N/A	N/A	N/A	N/A
Algebra 1 Goal #3C: By July 2013 no goal can be created based on the number student in each subgroup. There is not sufficient data on subgroup performance available to determine learning gains of subgroups at BETA covered by this School Improvement Plan.	N/A	N/A					
	N/A	N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.			N/A	N/A	N/A	N/A	N/A
Algebra 1 Goal #3D: By July 2013 no goal can be created based on the number student in each subgroup. There is not sufficient data on subgroup performance available to determine learning gains of subgroups at BETA covered by this School Improvement Plan.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Insufficient Data	Insufficient Data					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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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. Algebra 1 Goal #3E: By July 2013, BETA will increase the number of students making satisfactory progress by 5% (8 of 23).	2012 Current Level of Performance:* In July 2012, 30% (3 of 10) of students made satisfactory progress.	2013 Expected Level of Performance:* By July 2013, 35% (8 of 23) of students will make satisfactory progress.	3E.1. Lack of basic math skills and math fluency impedes current instruction	3E.1. Implement intervention strategies in text and CIA Blueprint	3E.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers RtI Team	3E.1. Tracking though RtI Meetings and Math PLCs	3E.1. Benchmark and mini assessments.
			N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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.			1.1 Ineffective use of reading strategies in content areas.	1.1. Training content area teachers in reading strategies through PLCs and on-site staff development.	1.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	1.1. Teacher observations, PLC Reading Rubric, and PLC teacher product samples.
Geometry Goal #1: By July 2013, 9% (1 of 11) of students will achieve a level 3.	2012 Current Level of Performance:* In July 2012, 0% (0 of 17) students achieved a level 3.	2013 Expected Level of Performance:* By July 2013, 9% (1 of 11) of students will achieve a level 3.					
			1.2 Alignment between instruction and assessment.	1.2. Train teachers in the use of CIA blueprint and test item specs in creating common assessments	1.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.2. Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.	1.2. Test samples and lesson plans.
			1.3. Consistent utilization of data for instructional decision making.	1.3. Train and provide continuous support using the IMS system and use of consistent data collection.	1.3. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.3. Comparison of student performance on common assessment to specified standardized assessments.	1.3. Geometry EOC Benchmark tests
			1.4. Lack of basic math skills and math fluency impedes current instruction	1.4. Implement intervention strategies in text and CIA Blueprint	1.4. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers RtI Team	1.4. Tracking though RtI Meetings and Math PLCs	1.4. Benchmark and mini assessments
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:					1		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Loss of skill level.	2.1. Differentiating instruction to provide enrichment at a challenging level.	2.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers RtI Team	2.1. Tracking though RtI Meetings and Math PLCs	2.1. Geometry EOC Benchmark Tests
Geometry Goal #2: By July 2013, 9% (1 of 11) of students will achieve a level 4 and 5.	2012 Current Level of Performance:* In July 2012, 0% (0 of 17) students achieved a level	2013 Expected Level of Performance:* By July 2013, 9% (1 of 11) of students will					

		3.	achieve a level 5.					
			N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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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%.	**Baseline data 2011-2012** 0% of BETA students scored at a level 3 or higher on the Geometry EOC exam.	9% (1/11) student will score at level 3 or higher.	18% (2/11) students will score at level 3 or higher.	27% (3/11) students will score at level 3 or higher.	45% (5/11) students will score at level 3 or higher.	73% (8/11) students will score at level 3 or higher.
Geometry Goal #3A: BETA students will reduce their achievement gap by 50% more than the prior year, every year for the next six years.						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		3B.1. N/A White: Black: Hispanic: Asian: American Indian:	3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A
Geometry Goal #3B: By July 2013 no goal can be created based on the number student in each subgroup. There is not sufficient data on subgroup performance available to determine learning gains of subgroups at BETA covered by this School Improvement Plan.	**2012 Current Level of Performance:*** Insufficient Data White: Black: Hispanic: Asian: American Indian: / **2013 Expected Level of Performance:*** Insufficient Data White: Black: Hispanic: Asian: American Indian:					
		N/A	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A	N/A

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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.			N/A	N/A	N/A	N/A	N/A
Geometry Goal #3C: By July 2013 no goal can be created based on the number student in each subgroup. There is not sufficient data on subgroup performance available to determine learning gains of subgroups at BETA covered by this School Improvement Plan.	N/A	N/A					
	N/A	N/A					
	N/A		N/A	N/A	N/A	N/A	3C.2.
			N/A	N/A	N/A	N/A	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.			N/A	N/A	N/A	N/A	N/A
Geometry Goal #3D: By July 2013 no goal can be created based on the number student in each subgroup. There is not sufficient data on subgroup performance available to determine learning gains of subgroups at BETA covered by this School Improvement Plan.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Insufficient Data	Insufficient Data					
	N/A		N/A	N/A	N/A	N/A	N/A
	N/A		N/A	N/A	N/A	N/A	N/A

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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.			3E.1. N/A	N/A	N/A	N/A	N/A
Geometry Goal #3E: By July 2013 no goal can be created based on the number student in each subgroup. There is not sufficient data on subgroup performance available to determine learning gains of subgroups at BETA covered by this School Improvement Plan.	2012 Current Level of Performance:* In July 2012, 19% (3 of 16) were proficient in Geometry.	2013 Expected Level of Performance:* Insufficient Data					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

End of Geometry EOC Goals

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
Incorporating Technology into the classroom	6-12 Math	Yatonda Ball	All	September 2012	Observation	Lead Teacher Reading Coach Math Coach
Math PLC's	6-12	Math Coaches	Math Teachers	Monthly meetings	Meeting minutes Creation of common plans and assessments	Instructional Coaches Site Administrators Lead Teachers Classroom
New Classroom Assessment Tool	All	Administrators District staff	All	Ongoing	Lesson plans	Administrators
RtI	All	Site Admin. Instructional Coaches	All	Biweekly RtI/progress monitoring meetings	The RtI leadership team will check progress monitoring data, attend a variety of RtI meetings and check meeting logs to be sure that individual student needs are being	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers

					attended to.	
Thinking Maps	All	Instructional Coaches CRT	All	New teachers in Sept. Follow ups 1 per quarter	Examples of student work Lesson plans	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers
Differentiated Instructional Strategies – Using IMS	All	Instructional Coaches CRT	All	Once per semester and in coaching sessions	Lesson plans	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers

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<u>Mathematics Budget</u> (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Math FCAT Explorer will be used as an instructional support tool that Provides students independent practice and learning guidance on specific benchmarks to obtain mastery.	Math Navigator: 8th Grade Benchmarks Math Timeline: High School Mathematics	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Progress Monitoring Training	SMI	Supplemental Academic Instruction	N/A
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
			Total: $0.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			N/A	N/A	N/A	N/A	N/A
Science Goal #1A: By July 2013 no goal can be created based on the number student in each subgroup. There is not sufficient data on subgroup performance available to determine learning gains of subgroups at BETA covered by this School Improvement Plan.	2012 Current Level of Performance:* Insufficient Data	2013 Expected Level of Performance:* Insufficient Data					
			N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			N/A	N/A	N/A	N/A	N/A
Science Goal #1B: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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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 and 5 in science.			N/A	N/A	N/A	N/A	N/A
Science Goal #2A: By July 2013 no goal can be created based on the number student in each subgroup. There is not sufficient data on subgroup performance available to determine learning gains of subgroups at BETA covered by this School Improvement Plan.	2012 Current Level of Performance:* Insufficient Data	2013Expected Level of Performance:* Insufficient Data					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			N/A	N/A	N/A	N/A	N/A
Science Goal #2B: N/A	2012 Current Level of Performance:* N/A	2013Expected Level of Performance:* N/A					
			N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

End of Elementary and Middle School Science Goals

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

Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			N/A	N/A	N/A	N/A	N/A
Science Goal #1: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			N/A	N/A	N/A	N/A	N/A
Science Goal #2: N/A	2012 Current Level of Performance:* N/A	2013Expected Level of Performance:* N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

End of Florida Alternate Assessment High School Science Goals

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

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

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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. Ineffective use of reading strategies in content areas.	1.1. Training content area teachers in reading strategies through PLCs and on-site staff development.	1.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.1. Leadership team will cooperate to implement a continuous schedule for classroom observations.	1.1. Teacher observations, PLC Content Area Content Area Reading Rubric, and PLC teacher product samples.
Biology 1 Goal #1: By July 2013, 11% (2 of 19) of students at BETA will achieve a level 3.	2012 Current Level of Performance:* Insufficient Data	2013 Expected Level of Performance:* By July 2013, 11% (2 of 19) of students at BETA will achieve a level 3.					
			1.2 Alignment between instruction and assessment. .	1.2. Train teachers in the use of CIA blueprint and test item specs in creating common assessments	1.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.2. Teachers will engage in structured comparison among CIA blueprint, test item specifications, and assessments.	1.2. Test samples and lesson plans.
			1.3. Consistent utilization of data for instructional decision making.	1.3. Train and provide continuous support using the IMS system and use of consistent data collection.	1.3. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.3. Comparison of student performance on common assessment to specified standardized assessments.	1.3. Benchmark and Mini-Benchmark exams
			1.4.Ineffective implementation of targeted interventions.	1.4 Differentiated instruction	1.4.. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers RtI Team	1.4. RtI Team and Science PLCs discuss data and problem solve.	1.4. Teacher observations, benchmark and mini assessments.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier				
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1. Lack of hands on experiences due to agency rules.	2.1 Provide training and support to. increase use of smart boards and Safari Montage or other virtual experiences	2.1. Administrator CRT Coaches/Support staff Lead Teacher Science Teachers	2.1. RtI Team and Science PLCs discuss data and problem solve.	2.1. PLC teacher product samples.
Biology 1 Goal #2: By July 2013, 5% (1 of 19) of students at BETA will achieve at or above level 4	2012 Current Level of Performance:* Insufficient Data	2013 Expected Level of Performance:* By July 2013, 5% (1 of 19) of students at BETA will achieve at or					

		above level 4.					
			N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

End of Biology 1 EOC Goals

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
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
Incorporating Technology into the classroom	6-12 Math	Yatonda Ball	All	September 2012	Observation	Lead Teacher Reading Coach Math Coach
Math PLC's	6-12	Math Coaches	Math Teachers	Monthly meetings	Meeting minutes Creation of common plans and assessments	Instructional Coaches Site Administrators Lead Teachers Classroom
New Classroom Assessment Tool	All	Administrators District staff	All	Ongoing	Lesson plans	Administrators
RtI	All	Site Admin. Instructional Coaches	All	Biweekly RtI/progress monitoring meetings	The RtI leadership team will check progress monitoring data, attend a variety of RtI meetings and check meeting logs to be sure that individual student needs are being attended to.	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers
Thinking Maps	All	Instructional Coaches CRT	All	New teachers in Sept. Follow ups 1 per quarter	Examples of student work Lesson plans	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers
Differentiated Instructional Strategies – Using IMS	All	Instructional Coaches CRT	All	Once per semester and in coaching sessions	Lesson plans	CRT Instructional Coaches Site Administrators Lead Teachers Classroom teachers

Science Budget (Insert rows as needed)

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

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			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Science FCAT Explorer will be used as an instructional support tool that Provides students independent practice and learning guidance on specific benchmarks to obtain mastery.	Science Voyager: Middle School Science Science Mission: Biology	N/A	N/A
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development will be content focused by applying the criteria of the Professional Learning Communities (PLC) in collaborative teams based on science benchmarks to establish common assessments.	To Be Determined	**To Be Determined**	**To Be Determined**
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
			Total: $0.00

End of Science Goals

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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.			1A.1.Lack of writing skills.	1A.1.Implement use of the FCAT writing rubric across content areas.	1A.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.1. Collaboration meetings using student writing samples from school-wide prompts.	1A.1.Writing Rubrics, School-wide Prompts PLC Teacher Products
Writing Goal #1A: By July 2013, 75% (12 of 16) students will achieve level 3.0 or higher.	2012 Current Level of Performance:* In July 2012, 72% (13 of 18) students achieved a level 3.0 or higher.	2013 Expected Level of Performance:* By July 2013, 75% (12 of 16) students will achieve level 3.0 or higher.					
			1A.2. Lack of practice using the rubric.	1A.2. Writing Boot Camp	1A.2. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1A.2. Collaboration meetings using student writing samples from school-wide prompts.	1A.2. Writing Rubrics, School-wide Prompts PLC Teacher Products
			N/A	N/A	N/A	N/A	N/A
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			N/A	N/A	N/A	N/A	N/A
Writing Goal #1B: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Write Scores Data analysis	All Language Arts	Coaches and CRT	All Language Arts	February, 2013	Lesson plans, writing scores	Coaches, CRT, Administrators

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Use the 2011 FCAT Writing Anchor Sets as a tool to assess the scoring criteria	Anchor Sets 2011 FCAT Writing: Expository Anchor Sets (PDF) for Grades 8 and 10	N/A	N/A
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal: $3500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal: $0.00
			Total: $0.00

End of Writing Goals

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			N/A	N/A	N/A	N/A	N/A
Civics Goal #1: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			N/A	N/A	N/A	N/A	N/A
Civics Goal #2: N/A	N/A N/A	N/A N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:$.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:$.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:$.00
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:$.00
			Total:$.00

End of Civics Goals

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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.			N/A	N/A	N/A	N/A	N/A
U.S. History Goal #1: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.			N/A	N/A	N/A	N/A	N/A
U.S. History Goal #2: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
	N/A		N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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U.S. History Professional Development

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:$.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:$.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:$.00
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:$.00
			Total:$.00

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Families in transition 1.2. Parental Involvement	1.1. Regular Attendance Child Study Team meetings Collaboration between School Social worker, SAFE coordinator, teachers and Intervention specialist	1.1. Teachers/Lead Teacher School clerk Guidance Counselor Administrative Dean	1.1. Parent Conference Required Attendance Child Study Team meeting held Interventions and strategies agreed upon	1.1. Attendance Child Study Team Documentation
Attendance Goal #1: By July 2013, increase attendance to 75% of all students (51 of 73) being absent less than 10 days. BETA Center is designed to service young mothers and students who currently pregnant. Services provided to the students depend on the needs of each student. Each student will miss an average of 20 - 30 days per year.	2012 Current Attendance Rate:* In July 2012, 70% (53 of 76) of all students in BETA attended on a regular basis.	2013 Expected Attendance Rate:* By July 2013, 75% (55 of 73) of all students in BETA Center will maintain a 90% attendance rate.					
	2012 Current Number of Students with Excessive Absences (10 or more) In July 2012, 48% (37 of 76) of all students in BETA had an excessive number of absences.	2013 Expected Number of Students with Excessive Absences (10 or more) By July 2013, the number of students in BETA with an excessive number of absences will be decreased by 22% (16 of 73).					
	2012 Current Number of Students with Excessive Tardies (10 or more) In July 2012, 11% (8 of 76) of all students in BETA had an excessive number tardies.	2013 Expected Number of Students with Excessive Tardies (10 or more) By July 2013, the number of students in BETA with an excessive number of tardies					

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		will be decrease by 3% (6 of 73).				
		N/A	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A	N/A

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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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
			Total: $0.00

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: Interventions will be implemented to ensure that no more than 5% of the students (4 of 73) will be suspended.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions	1.1. Socially unaccepted behaviors Refusal to get adult help Poor conflict-resolution skills	1.1. Warning Student/Teacher Conference Parent/Conference Intervention Log Discipline Contract	1.1. Teachers/Lead Teachers School clerk Administrative Dean Assistant Principal	1.1. Monitor students behavior in and out of class Award increased appropriate behaviors	1.1. Intervention Log Chart with parental contacts Nine week evaluation tool
	0% of the students received in-school suspension	No more than 3% of the students (2 of 73) received in-school suspension					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	0% of the students received in-school suspension	No more than 3% of the students (2 of 73) received in-school suspension					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	3% of the students (7 of 76) were suspended out of school	No more than 2% of the students (1 of 73) will be suspended out of school.					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	Same as above: 3 % of the students (7 of 76) were suspended out of school	Same as above: No more than 2% of the students (1 of 73) will be suspended out of school.					
			N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
			Total: $0.00

End of Suspension Goals

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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 Dropout Prevention Goal #1: BETA programs are designed to prevent student drop outs by offering smaller classes, credit recovery and alternative settings to standard high schools. However, students graduate from their home high schools; if they drop out, that data is maintained by home high school. Therefore, we have no data.	2012 Current Dropout Rate:* N/A 2012 Current Graduation Rate:* N/A	2013 Expected Dropout Rate:* N/A 2013 Expected Graduation Rate:* N/A	1.1. Student lacks motivation Student has no real academic goals	1.1. Guidance counselor identifies struggling students within the first six weeks of school. Guidance counselor meets with teacher, parent, and student, along with Intervention Specialist, to complete the Individual Progress Monitoring Plan (IPMP) with specific goals and strategies for success. Students below the minimum of 24 credits and has a "D" or "F" are eligible for E2020 courses.	1.1. Teachers/Lead Teacher School clerk Guidance Counselor Administrative Dean Assistant Principal	1.1. Guidance Counselor follows timeline for follow-up meetings student and periodic meetings with parent to discuss progress. Student's progress is tracked and mid-point adjustments are made to ensure success.	1.1. Individual Progress Monitoring Plan (IPMP)
			N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
			Total: $0.00

End of Dropout Prevention Goal(s)

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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 Parent Involvement Goal #1: BETA will increase parent involvement in school activities from 45% to 50% by June 2013.	2012 Current Level of Parent Involvement:* In June 2012, 45% (34 of 76 families) of BETA parents participated in school activities.	2013 Expected Level of Parent Involvement:* In June of 2013, 50% (37 of 73 families) of BETA parents will participate in school activities.	1.1. Work schedules Lack of interest	1.1. Parent notifications sent home with students Parent conferences requested by school official or parent Invitation to special programs or events Teacher communication with parents regarding behavior and academic strengths and areas for improvement	1.1. Teachers/Lead Teacher School clerk Administrative Dean Assistant Principal	1.1. Parental responses to school contacts Teacher and parent communication	1.1. Parent conference documentation and follow-up
			N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
			Total: $0.00

End of Parent Involvement Goal(s)

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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: BETA will incorporate one STEM lesson in every middle school science classroom.	1.1. Lack of Professional Learning on STEM	1.1. Provide training opportunities for utilization of STEM curriculum.	1.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.1. Rti Team and PLCs discuss data and problem solve.	1.1. Teacher lessons and student responses.
	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A

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
Middle Science	6-8 Science	TBA	MS Science Teachers	As Scheduled on Signmeup	TBA	TBA

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
STEMS Middle Grades Science	**To Be Determined**	**To Be Determined**	**To Be Determined**
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
			Total: $0.00

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: BETA will provide Career Exploration for all students and College Prep for juniors and seniors and those students who will be transitioning to their assigned home schools for the upcoming school year.	1.1. Lack of employability skills	1.1. Incorporate employability skills within all content areas, to include the agency College Prep course.	1.1. Administrator CRT Coaches/Support staff Lead Teacher Classroom Teachers	1.1. Student feedback	1.1. The number of students who participate and enroll in post-secondary education.
	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
			Total: $0.00

End of CTE Goal(s)

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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 Additional Goal #1: OCPS Essential Outcome 11 – We will improve Graduation Rates combined across sites within the cohort.	2012 Current Level :* In July of 2012, 79% (15 of 19) of BETA students received a standard diploma from their home school.	2013 Expected Level :* In June of 2013, 82% (16 of 20) of BETA students will receive a standard diploma from their home school.	1.1. Students are behind in credit acquisition.	1.1. Employ credit retrieval program; E 2020. Students below the minimum of 24 credits and has a "D" or "F" are eligible for E2020 courses.	1.1. Teachers/Lead Teacher Guidance Counselor Administrative Dean Assistant Principal	1.1. Guidance counselors meet with each student and provide a course checklist outlining specific courses based on grade level and academic needs as it relates to the district's Student Progression Plan.	1.1. Guidance Counselors will follow the Progression Plan and the graduation checklist to determine who is on target for the 24-credit minimum requirement.
			N/A	N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A	N/A

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
			Subtotal:
			Total:$.00

End of Additional Goal(s)

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

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $0.00
CELLA Budget
Total: $0.00
Mathematics Budget
Total: $0.00
Science Budget
Total: $0.00
Writing Budget
Total: $0.00
Civics Budget
Total: $0.00
U.S. History Budget
Total: $0.00
Attendance Budget
Total: $0.00
Suspension Budget
Total: $0.00
Dropout Prevention Budget
Total: $0.00
Parent Involvement Budget
Total: $0.00
STEM Budget
Total: $0.00
CTE Budget
Total: $0.00
Additional Goals
Total: $0.00
Grand Total: $0.00

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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		
☐Priority	☐Focus	☐Prevent

Are you reward school? ☐Yes   ☒No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
The SAC Committee will meet monthly on the 4th Wednesday of the month. The SAC committee will review progress on the 2012-2013 School Improvement Plan and begin developing the 2013- 2014 School Improvement Plan. They will conduct and review a needs assessment targeting teachers, students, parents and agency personnel where applicable. They will use assessment results to address budget, training, instructional materials, technology, staffing, student support services, specific school safety, discipline strategies, student health and fitness, and indoor environmental air quality. They will participate in school activities to be determined throughout the school year.

Describe the projected use of SAC funds.	Amount
Supplemental material to support improvement in learning gains in reading.	To Be Determined

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