

# FLORIDA DEPARTMENT OF EDUCATION



## School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

**School Information**

<b>School Name:</b> 1081 Dunedin High School	<b>District Name:</b> Pinellas County Schools
<b>Principal:</b> Reuben C. Hepburn	<b>Superintendent:</b> John A. Stewart, Ed.D.
<b>SAC Chair:</b> Marge Siemon	<b>Date of School Board Approval:</b> Pending: October 9, 2012

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

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

### 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	REUBEN HEPBURN	M.Ed. Ed. Leadership/ Sch. Principal & Soc. St.	3 Years	8 Years	Increased reading learning gains by 10%. Increased annual learning gains of the lowest 25% in reading by 12% and math by 25%.
Assistant Principal	VALENCIA GORE	Ed. S. Ed. Leadership Sch. Principal & Soc. St.	2 Years	2 Years	Increased reading learning gains by 10%. Increased annual learning gains of the lowest 25% in reading by 12% and math by 25%.
Assistant Principal	ROBERT ALLEN	M.Ed. Ed. Leadership School Principal & PE	6 Years	15 Years	Increased reading learning gains by 10%. Increased annual learning gains of the lowest 25% in reading by 12% and math by 25%.
Assistant Principal	THOMAS BRITTAIN	Ed.D. Ed. Leadership Sch. Principal & History	12 Years	18 Years	Increased reading learning gains by 10%. Increased annual learning gains of the lowest 25% in reading by 12% and math by 25%.
Assistant Principal	MICHELE DIAZ	M.Ed. Leadership K-12 & Elementary Education	1 Year	1 Year	Increased reading learning gains by 13%. Increased annual learning gains of the lowest 25% in reading by 13%.

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

### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
READING	PAMELA FARAJI	B.A. English Journalism, Language Arts 6-12	First Year	5 Years	Increased learning gains in reading by 4%.

### Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. When recruiting teachers to fill vacancies, teachers with advanced degrees are consider to teach our college level courses.	Administrative Team	Ongoing
2. Site based professional development.	Administrative Team	Ongoing
3. Monitoring and providing feedback on instructional strategies.	Administrative Team	Ongoing
4. Building leadership capacity among current staff.	Administrative Team	Ongoing

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

### *Non-Highly Effective Instructors*

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
4% [4]	District course offerings to obtain ESOL compliance.

### *Staff Demographics*

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	%ESOL Endorsed Teachers
83	2% (2)	18% (15)	33% (28)	48% (40)	48% (40)	94% (79)	11% (9)	2% (2)	13% (11)

### *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
Kristen Clausen	Sandra Jones	Dr. Jones is a new Read 180 teacher and Mrs. Clausen is the reading department head, a former Read 180 teacher, and an administrative intern.	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons.
Gail Barrett	Ashley French	Ms. French is a new Spanish teacher and Ms. Barrett is World Languages department head /and a Spanish teacher.	
Jeff Sellers	David Cliborne, Veronica Moore	Mr. Cliborne and Ms. Moore are new science teachers and Mr. Sellers is the science	

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

		department head.	
Paul Peppers	Roseann Kuerzi, Scott Lee	Ms. Kuerzi is a new English teacher and Mr. Lee is a new math teacher; Mr. Peppers is the English department head and an administrative intern.	
Sharon McDonald	Linda Seleven, Jami Crumley	Ms. Seleven and Ms. Crumley are new to the ESE department and Ms. McDonald is the ESE department head/VE specialist.	

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

### Additional Requirements

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

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

Title I, Part A Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.
Title I, Part C- Migrant NA in Pinellas
Title I, Part D The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.
Title II The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.
Title III Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.
Title X- Homeless The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).
Supplemental Academic Instruction (SAI) SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.
Violence Prevention Programs
Nutrition Programs Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.
Housing Programs
Head Start Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.
Adult Education

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Career and Technical Education
Job Training
Other

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

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



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

School-Based MTSS/RtI Team
Identify the school-based MTSS/RtI leadership team. Eric Allen (Assistant Principal), Jami Crumley (Behavior Specialist), Thomas Brittain (Assistant Principal), Michele Diaz (Assistant Principal), Caroline Conlon (Social Worker), John Eberts (Social Studies Dept. Chair), Kathleen Ewing (Guidance Dept. Chair), Laura Mudd (Math Dept. Chair), Reuben Hepburn (Principal), Marilyn Hourdas (Guidance), Sharon McDonald (VE Liaison), Paul Peppers (Reading/LA Dept. Chair), Valencia Gore (Assistant Principal), Jeff Sellers (Science Dept. Chair), Millie Tibma (School Psychologist), Fred Schock (NJROTC Instructor), Kristen Clausen (Reading Dept. Chair/English Teacher) & Mark Wong (Teen Parent Social Worker).
Describe how the school-based MTSS/RtI leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts? <i>Dunedin High School has the RtI/PS/SBLT team has four (4) strategic goals for this year. They are (1) Highest Student Achievement, (2) Safe Learning Environment, (3) Community Relations and (4) Teacher and Student Morale. The RtI/PS/SBLT meets bi-weekly with a cross representation of team members. School-wide concerns are addressed. In addition, the team plans for school-wide positive incentives for both students and staff. A key role of the RtI/PS/SBLT team is to review student data as it relates to graduation requirements and student success. The team utilizes the Problem Solving Model to designate interventions for our struggling students. The RtI/PS/SBLT team includes core subject area department chairs, which allows for further collaboration and the expansion of RtI efforts throughout the school. Tier 1 incentives/interventions are discussed and developed by the team. The team also aspires to address how attendance issues overlap for individual students and for school-wide interventions.</i>  Meeting time: <i>The first Tuesday of each month at 2PM, in the principal's conference room.</i>
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?  The <i>RtI/PS/SBLT</i> has developed a Strategic Action Plan that is aligned with the goals within the SIP. The <i>RtI/PS/SBLT</i> will be responsible for managing, monitoring and implementing the action steps that are associated with each Strategic Action Plan until our goals are met. These efforts are a collaboration between all school SIP teams as well as reviewing and revising the School Improvement Plan.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. <i>Data sources used to collect desegregated data include: Portal, EDS, FAIR, End of course assessments, student attendance, and student achievement data by teacher.</i>
Describe the plan to train staff on MTSS. <i>Last year the RtI team had a retreat in which they spent two (2) days comprising and RtI manual for DHS. During pre-school and overview of the manual was provided for the staff.</i>
Describe the plan to support MTSS. <i>The RtI/SBLT leadership team receives support from PTSA and our SAC organizations.</i>

### *Literacy Leadership Team (LLT)*

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

### School-Based Literacy Leadership Team

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

*Barrett, Gail (World Languages), Canavan, Amy (Business), Clausen, Kristen (Reading Department Chair), Gore, Valencia (Assistant Principal), Faraji, Pamela (Literacy Instructional Coach), Hallisey, Mark (Electrical Technologies), Kershaw, Rebekah (English), May, Brenda (Reading/ESE), Moravec, Bill (Media Specialist), Myers, Barbi (Math), Truelson, Linda (English), and Jones, Sandra (Reading).*

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

*The Literacy Leadership Team at Dunedin High School meets on a monthly basis. The team is comprised of a cross section of content area teachers and administrators. The teams function is to work collaboratively with administration, classroom, reading intervention teachers, and content area teachers to increase the percentage of students who are proficient readers and to decrease the need for reading intervention in our high school.*

*Improve student achievement through collaborative data driven planning and instruction. We will also systematically engage students through strategic scaffolding text understanding, complex questioning strategies through inactive comprehension instruction, extended discussion base on text reading and extended writing to support comprehension.*

The Literacy Leadership Team at Dunedin High School creates capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
  - Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
  - Providing scaffolding that does not preempt or replace text reading by students
  - Developing and asking text dependent questions from a range of question types
  - Emphasizing students supporting their answers based upon evidence from the text
  - Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

The district will provide training and tools for Literacy Leadership Teams.

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

*Support for text complexity*

- *Support for instructional skills to improve reading comprehension*
- *Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects*

### ***Public School Choice***

**June 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**

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

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

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

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

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

- The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms
- The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies.
- Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.

### **\*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?

- Students are provided with an array of course offerings that have applicable skills directly relating to various post-secondary training
- Applied and integrated courses are found extensively in our schools' Center of Excellence program. Within the Center of Excellence, students are required to take multiple integrated courses each year.
- Teachers use a daily common board configuration to identify learning targets for students and how it is relevant in their daily lives.

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?

- Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year.
- Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as student's progress through high school.
- Students have the ability to take a transitions course into and out of high school where transition skills are developed and career planning takes place.

### **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](#).

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

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1a.1. Insufficient standard based instruction	1a.1. 1. Set and communicate a purpose for learning and learning goals in each lesson  2. Implement High Yield Instructional Strategies  3. Increase instructional rigor  4. Reading skills will be developed in our Advancement Via Individual Determination (AVID) Elective Courses by applying the WICOR teaching and learning strategies.	1a.1. Administrative staff	1a.1. Determine Lesson: 1. Is aligned with a course standard or benchmark and to the district/school pacing guide 2. Begins with a discussion of desired outcomes and learning goals 3. Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question 4. Includes a scale or rubric that relates to the learning goal is posted so that all students can see it. Teacher reference to the scale or rubric throughout the lesson 5. Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc. 6. Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur 7. Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given	1a.1. Walkthrough & Lesson Plans
Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	24% (162)	Decrease level 1&2 from 53% To 43%					

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

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

						the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks.	
			1a.2. 1. Background knowledge 2. The tendency to teach to the middle 3. Lack of high level skills 4. Student Motivation	1a.2. 1. Grade level PLC's to develop common strategies. 2. Parent contact 3. Positive Behavior Strategies 4. FAIR Testing 5. Higher order thinking questions integrated into lessons 6. Gradual Release Model 7. Anticipation guides 8. Organizational strategies 10. Homework Club	1a.2. 1. Classroom teachers 2. Department Head 3. Reading Coach 4. Literacy Team 5. Assistant Principal 6. Parent/Guardian	1a.2. 1. Develop common assessments to determine level of proficiency 2. Review FAIR data reports 3. Informal and formal assessments within the classroom. 4. Practice FCAT results 5. Pretest/Posttest	1a.2. 1. FCAT 2. Informal/ Formal classroom assessments 3. Group discussion 4. FAIR Testing
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>			1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies	1b.2. AP who evaluates teacher	1b.2. Determine: 1. Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate  2. Student readiness for learning occurs by connecting instructional	1b.2. Walkthrough
Reading Goal #1b:	2012 Current Level of Performance:	2013 Expected Level of Performance:*					
Improve current level of performance	40%	Decrease level 1,2,3					

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

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

						objectives and goals to students' background knowledge, interests, and personal goals, etc.  3. Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur.	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a.FCAT 2.0:Students scoring at or above AchievementLevels 4 and 5 in reading.</b>			2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction.	2a.1. AP who evaluates teacher	2a.1. Determine: 1. Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction  2. Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning  3. Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle  4. Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. 1. Walkthrough  2. Teacher self-reflection of lesson
<u>Reading Goal #2a:</u>	<u>2012 Current Level of Performance:</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	22% (154)	Increase level 4 and 5 by 5%					

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

			2a.2. 1. Background knowledge 2. The tendency to teach to the middle 3. Lack of high level skills 4. Student Motivation	2a.2. 1. Anticipation guides 2. Differentiated lesson/activities 3. Organizational strategies (Cornell Note taking) 4. Higher order thinking questions integrated into lessons 5. Grade level PLC's to develop common strategies. 6. Gradual Release Model 7. Homework Club	2a.2. 1. Classroom teachers 2. Department Head 3. Reading Coach 4. Literacy Team 5. Assistant Principal 6. Parents/Guardian	2a.2 1. Develop common assessments to determine level of proficiency 2. Review FAIR data reports 3. Informal and formal assessments within the classroom. 4. Practice FCAT results 5. Pretest/Posttest.	2a.2. 1. FCAT 2. Informal/ Formal classroom assessments 3. Group discussion 4. FAIR Testing
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: 1. Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction. 2. Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle 3. Teachers utilize data to modify	2b1. Walkthrough
<u>Reading Goal #2b:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u> *					
Improve current level of performance	60%	Increase level 7 by 5%					

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

						and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points.	
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
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</b>			3a.1. Lack of student engagement	3a.1. Differentiate Instruction  2. Through our Advancement Via Individual Determination (AVID) we will provide support for students enrolled in Advanced Placement and Dual Enrollment Courses.	3a.1. AP who evaluates teacher	3a.1. 1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level  2. Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs)  3. Models, examples and questions are appropriately scaffold to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.  4. These small groups are flexible and change with the content, project and assessments  5. Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3a.1. 1. School Summary of observation section of teacher appraisal results  2. IPI data when available  3. State instructional walkthrough when applicable
<u>Reading Goal #3a:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
Improve current level of performance	* pending	* 100%					
			3a.2. 1. Background knowledge  2. Limited Vocabulary	3a.2. 1. Grade level PLC's to develop common strategies.  2. Parent contact	3a.2. 1. Classroom teachers  2. Department Head  3. Reading Coach	3a.2. 1. Develop common assessments to determine level of proficiency  2. Review FAIR data reports	3a.2. 1. FCAT  2. Informal/ Formal classroom assessments



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

			<p>3. Lack of high level skills</p> <p>4. Student Motivation</p>	<p>3. Positive Behavior Strategies</p> <p>4. FAIR Testing</p> <p>5. Higher order thinking questions integrated into lessons</p> <p>6. Gradual Release Model</p> <p>7. Anticipation guides</p> <p>8. Organizational strategies</p> <p>9. Differentiated Instruction</p> <p>10. Homework Club</p>	<p>4. Literacy Team</p> <p>5. Assistant Principal</p> <p>6. Parent/Guardian</p>	<p>3. Informal and formal assessments within the classroom.</p> <p>4. Practice FCAT results</p> <p>5. Pretest/Posttest</p>	<p>3. Group discussion</p> <p>4. FAIR Testing</p>
<p><b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b></p>			<p>3b.1. Lack of student engagement</p>	<p>3b.1. Differentiate Instruction</p>	<p>3b.1. AP who evaluates teacher</p>	<p>3b.1. 1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>2. Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>3. Models, examples and questions are appropriately scaffold to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.</p> <p>4. These small groups are flexible and change with the content, project and assessments</p>	<p>3b.1. 1. School Summary of observation section of teacher appraisal results</p> <p>2. IPI data when available</p> <p>3. State instructional walkthrough when applicable</p>
<p>Reading Goal #3b:</p> <p>Improve current level of performance</p>	<p>2012 Current Level of Performance:*</p> <p>pending</p>	<p>2013 Expected Level of Performance:*</p> <p>100%</p>					

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

						5. Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
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
<b>4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.</b>			4a.1. Lack of differentiation of instruction	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. Lesson Plans & Walkthrough
<u>Reading Goal #4a:</u>	<u>2012 Current Level of Performance:</u>	<u>2013Expected Level of Performance:</u> *					
Improve current level of performance	pending	100%					
			4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

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

					<p>*Intervention strategies are reinforced in core classes                  *Interventions are integrated and aligned across all providers                  *Effectiveness of intervention courses are evaluated by reviewing student success in core courses</p>		
			<p>4a.3                  1. Attendance                  2. Reluctant Readers                  3. Discipline Issues                  4. Lack of Parent Support                  5. Poor Academic Performance                  6. History of Failure</p>	<p>4a.3.                  1. Positive behavior support                  2. Parent contact                  3. Gradual release model                  4. Balanced literacy                  5. Differentiated instruction                  6. Scaffolding                  7. Curriculum mapping                  8. Homework Club</p>	<p>4a.3.                  1. Classroom teachers                  2. Department Head                  3. Reading Coach                  4. Literacy Team                  5. Assistant Principal                  6. Parent/Guardian</p>	<p>4a.3.                  1. Percent of student receiving incentives for positive behavior                  2. Parent contact template                  3. Teacher lesson plans</p>	<p>4a.3.                  1. FCAT                  2. Parent contact template                  3. FAIR Testing                  4. SRI</p>
<p><b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</b></p>		<p>4b.1.                  Lack of differentiation of instruction</p>	<p>4b.1.                  Differentiate Instruction</p>	<p>4b.1.                  AP who evaluates teacher</p>	<p>4b.1.                  1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level                  2. Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)                  3. Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.                  4. These small groups are flexible and change with the content, project and</p>	<p>4b.1.                  Lesson Plans &amp; Walkthrough</p>	
<p>Reading Goal #4b:</p>	<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:*</p>					
<p>Improve current level of performance</p>	<p>Pending</p>	<p>100%</p>					



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

50%.							
Reading Goal #5A:							
<i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>		5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough	
Reading Goal #5B:	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
Improve current level of performance	White: 75% (236) Black: 5% (15.00) Hispanic: 11% (34.00) Asian: 3% (9.00) American Indian: 2% (5.00)	100% of all subgroups to make a learning gain  Increase proficiency of all subgroups by 10%					
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u> *					
Improve current level of performance	pending	100% of ELL students to make a learning gain An increase in proficiency by 10%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD)not making satisfactory progress in reading.</b>			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction by	5d.1. Lesson Plans & Walkthrough
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u> *					
Improve current level of performance	pending	100% of all SWD students to make a learning gain An increase in proficiency by					

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

		10%				specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b></p> <p><u>Reading Goal #5E:</u></p> <p>Improve current level of performance</p>	<p><u>2012 Current Level of Performance:</u></p> <p>pending</p>	<p><u>2013 Expected Level of Performance:</u></p> <p>100% of economically disadvantaged students will learning gain An increase in proficiency by 10%</p>	<p>5e.1. Lack of differentiation of instruction</p>	<p>5e.1. Differentiate Instruction</p>	<p>5e.1. AP who evaluates teacher</p>	<p>5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5e.1. Lesson Plans &amp; Walkthrough</p>
			5E.2. 1. Attendance	5E.2 1. Grade level PLC’s to develop common	5E.2. 1. Classroom teachers	5E.2. 1. Develop common assessments to determine level of proficiency	5E.2. 1. FCAT

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

		<p>2. Reluctant Readers</p> <p>3. Discipline Issues</p> <p>4. Lack of Parent Support</p> <p>5. Poor Academic Performance</p> <p>6. History of Failure</p> <p>7. Background knowledge</p> <p>8. Limited Vocabulary</p> <p>9. Lack of high level skills</p> <p>10. Equal Teacher</p> <p>11. Lack of academic resources</p>	<p>strategies.</p> <p>2. Parent contact</p> <p>3. Positive Behavior Strategies</p> <p>4. FAIR Testing</p> <p>5. Higher order thinking questions integrated into lessons</p> <p>6. Gradual Release Model</p> <p>7. Anticipation guides</p> <p>8. Organizational strategies</p> <p>9. Differentiated Instruction</p> <p>10. Balanced literacy</p> <p>11. Differentiated instruction</p> <p>12. Scaffolding</p> <p>13. Curriculum mapping</p> <p>14. Home visits</p> <p>15. Public library services</p> <p>16 Positive Behavior Strategies.</p> <p>17. Homework Club</p>	<p>2. Department Head</p> <p>3. Reading Coach</p> <p>4. Literacy Team</p> <p>5. Assistant Principal</p> <p>6. Parent/Guardian</p>	<p>2. Review FAIR data reports</p> <p>3. Informal and formal assessments within the classroom.</p> <p>4. Practice FCAT results</p> <p>5. Pretest/Posttest</p> <p>6. Home visits/ Parent conferences</p>	<p>2. Informal/ Formal classroom assessments</p> <p>3. Group discussion</p> <p>4. FAIR Testing</p> <p>5. Parent Contact template</p>
		5E.3	5E.3	5E.3	5E.3	5E.3



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

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
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
Collaborative planning	Various	Instructional staff	LA and Reading	Ongoing	Department discussions, cohort discussions, school-wide professional development and teacher modeling	Administrative team and department chairs
Data Analysis	Various	DHS and district staff	School-wide	Ongoing	Department discussions, cohort discussions, school-wide professional development and teacher modeling	Administrative team and department chairs
Book Study	Various	Department Chairs	Various departments	Ongoing	Department discussions, cohort discussions, school-wide professional development and teacher modeling	Administrative team and department chairs

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

**Reading Budget**

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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Reading Goals*

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

**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>I. Students scoring proficient in Listening/Speaking.</b>		1.1. Lack of differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	1.1. AP who evaluates teacher	1.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Walkthrough
<b>CELLA Goal #1:</b> Improve current level of performance  <b>Number of students tested on CELLA:</b> 13	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b> 69%  (9)					
		2.1. Lack of differentiation of instruction	2.1. Differentiate Instruction	2.1. AP who evaluates teacher	2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction	2.1. Lesson Plans & Walkthrough

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

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

					to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text 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
<b>2. Students scoring proficient in Reading.</b>		2.2.	2.2.	2.2.	2.2.	2.2.
CELLA Goal #2:  Improve current level of performance	2012 Current Percent of Students Proficient in Reading :	Insufficient standard based instruction	Implement High Yield Instructional Strategies	AP who evaluates teacher	Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	Walkthrough
	31% (4)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
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
<b>3. Students scoring proficient in Writing.</b>		3.1.	3.1.	3.1.	3.1.	3.1.

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

<p><u>CELLA Goal #3:</u> Improve current level of performance</p>	<p>2012 Current Percent of Students Proficient in Writing :</p>	Insufficient standard based instruction	Set and communicate a purpose for learning and learning goals in each lesson	AP who evaluates teacher	Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	Walkthrough & Lesson Plans
	<p>54% (7)</p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

**CELLA 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of CELLA Goals*

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

**Florida Alternate Assessment High School Mathematics Goals**

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

High School 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
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1a.1 Insufficient standard based instruction	1a.1 Set and communicate a purpose for learning and learning goals in each lesson  Implement research base instructional strategies  Increase instructional rigor	1a.1 Administrative staff	1a.1 Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Begins with a discussion of desired outcomes and learning goals *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson *Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks	Walkthrough & Lesson Plans
Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	40%	Decrease level 1,2,3					

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

						The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	
			1a.2 Attendance  Lack of prior knowledge  Not completing the homework  Lack of parental involvement  Student motivation	1a.2 High order questions  Parental contacts  Bell work over previous material  Encourage students to attend homework club	1a.2 Administrative staff	1a.2 Encourage students to attend the homework club regularly  Teacher uses differentiated instruction in the classroom: explicit instruction, guided practice, independent practice	1a.2 Benchmark assessments  Informal and formal classroom assessments; group discussions  Teacher appraisal results  Chapter tests and quizzes
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
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. Administrative staff	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify	2b.1. Walkthrough
<b>Mathematics Goal #2:</b>	<b>2012 Current</b>	<b>2013 Expected</b>					
Improve current level of performance	Level of Performance: * 60%	Level of Performance: * Increase level 7 by 5%					



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

						and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>			3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. Administrative staff	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3a.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable
Mathematics Goal #3: Improve current level of performance	2012 Current Level of Performance:	2013 Expected Level of Performance:					
	pending	100% of students will make learning gains					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b> Mathematics Goal #4: Improve current level of performance	2012 Current	2013 Expected	4a.1. Lack of student engagement	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level	4a.1. School Summary of observation section of teacher appraisal results
	Level of Performance: * pending	Level of Performance: * 100% of students will make learning gains	Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	Create intervention that support core instructional goals and objectives	SBLT	*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes	IPI data when available State instructional walkthrough when applicable Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

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

						*Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	
			4a.2 Attendance  Lack of prior knowledge  Not completing the homework  Lack of parental involvement  Student motivation	4a.2 High order questions  Parental contacts  Bell work over previous material  More hands on activities within the classroom  Encourage students to attend homework club	4a.2 Administrative staff	4a.2 Encourage students to attend the homework club regularly  Teacher uses differentiated instruction in the classroom: explicit instruction, guided practice, independent practice	4a.2 Benchmark assessments  Informal and formal classroom assessments; group discussions  Chapter tests and quizzes
			4.3	4.3.	4.3.	4.3.	4.3.

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

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

Algebra 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
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson  Implement High Yield Instructional Strategies	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting	1a.1. Walkthrough & Lesson Plans  Teacher Appraisal Results
Algebra Goal #1:  Improve current level of performance	<u>2012 Current Level of Performance:*</u> 23% (48)	<u>2013 Expected Level of Performance:*</u> Decrease level 1 and 2 By 10%					

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

						<p>instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.                  *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur                  Evidence of:                  Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks                  The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks                  Students are provided with appropriate scaffolding and supports to access higher order questions and tasks</p>	
			<p>1a.2 Attendance</p> <p>Lack of prior knowledge</p> <p>Not completing the homework</p> <p>Lack of parental involvement</p> <p>Student motivation</p> <p>Lack of familiarity with online assessments.</p>	<p>1a.2 High order questions</p> <p>Parental contacts</p> <p>Bell work over previous material</p> <p>Implementation of on-line assessments and math activities</p> <p>Encourage students to attend homework club</p> <p>EOC bootcamp</p>	<p>1a.2 Administrative staff</p> <p>Classroom teachers</p>	<p>1a.2 Encourage students to attend the homework club regularly</p> <p>Teacher uses differentiated instruction in the classroom: explicit instruction, guided practice, independent practice</p>	<p>1a.2 Benchmark assessments</p> <p>Informal and formal classroom assessments; group discussions</p> <p>Teacher appraisal results</p> <p>Chapter tests and quizzes</p> <p>Student data</p>

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b>			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b.1. Walkthrough	
<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
Improve current level of performance	4% (8)	Increase level 4 and 5 by 5%						
			2b.2 Students enter math courses not having achieved previous grade level proficiency.	2b.2 •Students are placed in the most appropriate and rigorous math course. • Students receive in class differentiated instruction to help them meet math deficiencies. • Use the gradual release model that includes explicit instruction, modeled instruction, guided practice and independent practice.	2b.2 • Administration • Counselors • Classroom Teachers	2b.2 • EOC, Common Assessments, Formative Assessments, such as exit slips, using mathematical probes, purposeful questions for understanding. • Walkthrough data collection.	2b.2 •Assessment Data (e.g., EOC, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments) * Classroom Walkthrough Tools	
			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable			<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>

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

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

Objectives (AMOs), Reading and Math Performance Target								
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b> <u>Algebra Goal #3A:</u> Improve current level of performance	<b>Baseline data 2010-2011</b>  2011-2012  41		27%	42%	56%	71%	85%	100%
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	
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</b> <u>Algebra Goal #3B:</u> Improve current level of performance			5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and	5b.1. Lesson Plans & Walkthrough	
	2012 Current Level of Performance: White: 66% 37 Black: 9% 5 Hispanic: 21% 12 Asian: 0% 0.00 American Indian: 0% 0	2013 Expected Level of Performance: 100% of all students subgroups by ethnicity to make a learning gain Increase proficiency of all student subgroups by ethnicity by 10% :						

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

						understanding in different ways, which includes varying degrees of difficulty.	
			5B.3.	5B.3.	5B.3.	5B.3.	3B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	3B.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
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra.</b>			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough
<u>Algebra Goal #3C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance		100% of ELL students to make a learning gain  Increase proficiency of ELL students by 10%					
			5C.2.	5C.2.	5C.2.	5C.2.	3C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	3C.3.
					Person or Position	Process Used to Determine	



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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.</b>			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough
Algebra Goal #3D: Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		100% of all SWD students to make a learning gain  Increase proficiency of SWD students by 10%					
			5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	3D.3.

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra.</b>			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are	5e.1. Lesson Plans & Walkthrough
Algebra Goal #3E: Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u> 100% of Economically Disadvantaged students to make a learning gain  Increase proficiency of Economically Disadvantaged students by 10%					

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

						provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5E.2	5E.2	5E.2	5E.2	3E.2.
			5E.3	5E.3	5E.3		3E.3

*End of Algebra EOC Goals*

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

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson  Implement High Yield Instructional Strategies	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting	1a.1. Walkthrough & Lesson Plans
<u>Geometry Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance		Decrease level 1 and 2 students					

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

						<p>instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.                  *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur                  Evidence of:                  Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks                  The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks                  Students are provided with appropriate scaffolding and supports to access higher order questions and tasks</p>	
			<p>1a.2 Attendance</p> <p>Lack of prior knowledge</p> <p>Not completing the homework</p> <p>Lack of parental involvement</p> <p>Student motivation</p> <p>Lack of familiarity with online assessments.</p>	<p>1a.2 High order questions</p> <p>Parental contacts</p> <p>Bell work over previous material</p> <p>Implementation of on-line assessments and math activities</p> <p>encourage students to attend homework club</p> <p>EOC bootcamp</p>	<p>1a.2 Administrative staff</p> <p>Classroom teachers</p>	<p>1a.2 Encourage students to attend the homework club regularly</p> <p>Teacher uses differentiated instruction in the classroom: explicit instruction, guided practice, independent practice</p>	<p>1a.2 Benchmark assessments</p> <p>Informal and formal classroom assessments; group discussions</p> <p>Teacher appraisal results</p> <p>Chapter tests and quizzes</p> <p>Student data</p>

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b.1. Walkthrough	
<u>Geometry Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
Improve current level of performance .		Increase level 4 and 5 by 5%						
			2b.2 Students enter math courses not having achieved previous grade level proficiency.	2b.2 •Students are placed in the most appropriate and rigorous math course. • Students receive in class differentiated instruction to help them meet math deficiencies. • Use the gradual release model that includes explicit instruction, modeled instruction, guided practice and independent practice.	2b.2 • Administration • Counselors • Classroom Teachers	2b.2 • EOC, Common Assessments, Formative Assessments, such as exit slips, using mathematical probes, purposeful questions for understanding. • Walkthrough data collection.	2b.2 •Assessment Data (e.g., EOC, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments) * Classroom Walkthrough Tools	
			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable			<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Objectives (AMOs), Reading and Math Performance Target							
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b> Geometry Goal #3A: Improve current level of performance	Baseline data 2010-2011						
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
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b> Geometry Goal #3B: Improve current level of performance			5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and	5b.1. Lesson Plans & Walkthrough
	2012 Current Level of Performance:*	2013Expected Level of Performance:* 100% of all student subgroups to make a learning gain  Increase proficiency of all student subgroups by 10%					

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

						understanding in different ways, which includes varying degrees of difficulty.	
			5B.3.	5B.3.	5B.3.	5B.3.	3B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	3B.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
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough
<u>Geometry Goal #3C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance		100% of ELL students to make a learning gain  Increase proficiency of of ELL students by 10%					
			5C.2.	5C.2.	5C.2.	5C.2.	3C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	3C.3.
Based on the analysis of student achievement data, and reference			Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool



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

to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					Responsible for Monitoring	Effectiveness of Strategy	
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough
Geometry Goal #3D:  Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		100% of SWD students to make a learning gain  Increase proficiency of SWD students by 10%					
			5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	3D.3.
			Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Responsible for Monitoring	Effectiveness of Strategy			
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. Lesson Plans & Walkthrough
<u>Geometry Goal #3E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance		100% of Economically Disadvantaged students to make a learning gain  Increase proficiency of Economically Disadvantaged students by 10%					
			5E.2	5E.2	5E.2	5E.2	3E.2.
			5E.3	5E.3	5E.3		3E.3

*End of Geometry EOC Goals*

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

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
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
Collaborative planning	Various	Instructional staff	Algebra & Geometry Teachers	Ongoing	Department discussions, cohort discussions, school-wide professional development and teacher modeling	Administrative team and department chairs
Data Analysis	Various	DHS and district staff	School-wide	Ongoing	Department discussions, cohort discussions, school-wide professional development and teacher modeling	Administrative team and department chairs
Book Study	Various	Department Chairs	Various departments	Ongoing	Department discussions, cohort discussions, school-wide professional development and teacher modeling	Administrative team and department chairs

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

**Mathematics 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Mathematics 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
<b>1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Science Goal #1: Improve current level of performance	<u>2012 Current Level of Performance:</u> 60%	<u>2013 Expected Level of Performance:</u> Decrease level 1,2, and 3					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and	1a.2. Walkthrough

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

					personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>		2.1. Lack of differentiation of instruction	2.1. Provide formative assessments to inform differentiation in instruction	2.1. AP who evaluates teacher	2.1. Determine: *Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices	2.1. Walkthrough
Science Goal #2: Improve current level of performance	2012 Current Level of Performance: * 20%	2013 Expected Level of Performance: * Increase the level 7 by 5%				

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

						and to reflect on the needs and progress of students aligned to FAA access points	
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

*End of Florida Alternate Assessment High School Science Goals*

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

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

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

Biology 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
<b>1. Students scoring at Achievement Level 3 in Biology.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
<b>Biology Goal #1:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Improve current level of performance		Decrease the level 1 and 2					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc.	1a.2. Walkthrough



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

					*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</b>		2.1. Lack of differentiation of instruction	2.1. Provide formative assessments to inform differentiation in instruction	2.1. AP who evaluates teacher	2.1. Determine: *Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and	2.1. Walkthrough
<u>Biology Goal #2:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u> Increase level 4 and 5 by 5%				

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

						progress of students aligned to FAA access points	
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

*End of Biology EOC Goals*

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

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Collaborative planning	Various	Instructional staff	Biology Teachers	Ongoing	Department discussions, cohort discussions, school-wide professional development and teacher modeling	Administrative team and department chairs
Data Analysis	Various	DHS and district staff	School-wide	Ongoing	Department discussions, cohort discussions, school-wide professional development and teacher modeling	Administrative team and department chairs
Book Study	Various	Department Chairs	Various departments	Ongoing	Department discussions, cohort discussions, school-wide professional development and teacher modeling	Administrative team and department chairs

**Science 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount

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

			<b>Subtotal:</b>
			<b>Total:</b>

*End of Science Goals*

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

**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson  1a.2. Implement High Yield Instructional Strategies  1a.3. Writing skills will be developed in our Advancement Via Individual Determination (AVID) Elective Courses by applying the WICOR teaching and learning strategies.	1a.1. Administrative staff	1a.1. Determine Lesson: 1. Is aligned with a course standard or benchmark and to the district/school pacing guide  2. Begins with a discussion of desired outcomes and learning goals  3. Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question  4. Includes a scale or rubric that relates to the learning goal is posted so that all students can see it. Teacher reference to the scale or rubric throughout the lesson  5. Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc.  6. Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.1. Walkthrough & Lesson Plans; teacher self-evaluation and reflection and principal/coach observation results
Writing Goal #1a: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Level 3: 84% 260	Decrease level 1,2 and 3 students					
	Level 4: 32% (100)						

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

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

						7. Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	
			1a.2. 1. Instruction does not provide for ample opportunities to write.  2. Content area teachers are unaware of effective writing strategies.  3. Students do not independently use writing strategies.	1a.2. 1. All teachers plan for and implement appropriate subject-specific writing assignments and activities (i.e. DBQs in social studies classes)  2. Provide school-wide professional development focused on writing strategies.  3. Teachers utilize the gradual release model to teaching specific writing strategies.	1a.2. 1. Classroom teachers, department chairs, administrative team  2. Administrative team and district staff  3. Classroom teachers	1a.2. 1. Students writing in class  2. Ongoing progress monitoring of students writing work.  3. Grade-level teams and/or cohorts gather and review student data, engage in data-based discussions (i.e. Quality Quest protocol, Looking at Student Work protocol) and make recommendations for changes, when applicable.	1a.2. 1. Teachers' self-evaluation and reflection and principal/coach observation results.  2. Common rubric  3. Progress monitoring data.  4. Student writing samples.  5. Observation of students as they read and interpret a variety of prompts. Ongoing progress monitoring.
<b>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of	1b.1. Walkthrough & Lesson Plans
Writing Goal #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of							

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

performance	Level 4,5,6 20% Level 7,8,9 80%	Decrease level 1,2 and 3 students				<p>desired outcomes and learning goals</p> <p>*Includes a learning goal/essential question</p> <p>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question</p> <p>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question</p> <p>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it</p> <p>*Teacher reference to the scale or rubric throughout the lesson</p>	

*End of Writing Goals*

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

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
<u>U.S. History Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Establish baseline level of performance	Not available	Improved from baseline					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes	1a.2. Walkthrough



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

					*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>		2.1. Insufficient standard based instruction	2.1. Set and communicate a purpose for learning and learning goals in each lesson	2.1. AP who evaluates teacher	2.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation	2.1. Walkthrough & Lesson Plans
<u>U.S. History Goal #2:</u> Establish baseline level of performance	<u>2012 Current Level of Performance:*</u> Not available	<u>2013 Expected Level of Performance:*</u> Improved from baseline				

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

						of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

**U.S. History Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Collaborative planning	Various	Instructional staff	American History Teachers	Ongoing	Department discussions, cohort discussions, school-wide professional development and teacher modeling	Administrative team and department chairs
Data Analysis	Various	DHS and district staff	School-wide	Ongoing	Department discussions, cohort discussions, school-wide professional development and teacher modeling	Administrative team and department chairs
Book Study	Various	Department Chairs	Various departments	Ongoing	Department discussions, cohort discussions, school-wide professional development and teacher modeling	Administrative team and department chairs

**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)

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

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of U.S. History Goals*

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

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>			<b>Problem-solving Process to Increase Attendance</b>				
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
<b>I. Attendance</b>			1.1. Lack of student engagement	1.1. •Positive behavior supports are in place in the form of an effective school wide behavior plan. •Bell to bell instruction. •Provide relevant curriculum. •Differentiate Instruction to meet the diverse needs of all student learners. •Recognition programs for students who have perfect attendance. •Focus on building relationships with students.	1.1. •SBLT •Classroom Teachers •Cohort Teams •Grade Level Clerks • Administrators •Guidance Counselors •RtI / SBLT Team	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
Improve current level of performance	91%	Greater than prior year					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	759	10% decrease from prior year					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	0	10% decrease from prior year					
			1.2. •Inconsistent methods for monitoring and follow-up on students who have excessive absences and tardies.	1.2. •Continue to implement school-wide tardy policy. • Utilize RtI process for identifying students with excessive absences. •Discuss and develop a plan of action for students with excessive tardies/absences at the grade level cohort meetings. •Utilize Child Study Team	1.2. •Classroom Teachers •Cohort Teams •Grade Level Clerks • Administrators •Guidance Counselors •RtI / SBLT Team •Child Study Team	1.2. • Ongoing monitoring of student attendance data.	1.2. •Student attendance records.

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

			to further implement strategies for students with excessive absences.			
		1.3. Tier 3 Interventions to assist students with excessive absences.	1.3. Check & Connect Program	1.3. •Classroom Teachers •Mentors •School Social Workers •Grade Level Clerk(s) •Administrators	1.3. •Tracking of student data.	1.3. •Student attendance records.

**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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Overview of school-wide tardy policy.	Various	Administrative Team	School-Wide	Ongoing	Monitoring of Students attendance data including tardies.	Administrative Team
Check & Connect Training	Various	Social Worker & District Staff	Selected Staff Members	Ongoing	Ongoing discussion, monitoring of student progress in program, discussions with students, & data monitoring.	Various
Cohort Discussions	Various	Cohort Leadership Team	School-Wide	Ongoing	Monitoring of student attendance data, individual student discussions, follow up with students & parents, & IAC	Various
Child Study Team	Various	Student Services Team	Student Services Team	Ongoing	Monitoring of student attendance data, individual student discussions, & follow up with students & parents.	Various

**Attendance 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
			<b>Subtotal:</b>
Technology			

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

Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Attendance Goals*

### 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
<b>1. Suspension</b>			1.1. •Lack of Student Engagement.  •Inconsistency in the implementation of guidelines for acceptable behavior.	1.1. •Positive behavior supports are in place in the form of an effective school wide behavior plan.  •Establish school-wide guidelines for behavior and ensure that the staff has received this information and enforce it consistently.	1.1. •SBLT •RtI/SBLT Team •Administrative Team •All Staff Members	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
<b>Suspension Goal #1:</b>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
Decrease the total number of in school and out-of school suspension and the students receiving these consequences by 10%.	474	10% decrease from prior year					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	254	10% decrease from					

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

	prior year					monitoring and adaptations to the plan are regularly conducted	
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions						
222	10% decrease from prior year						
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School						
130	10% decrease from prior year						
		1.2. •Lack of active student engagement in the classroom.	1.2. • Bell to Bell Instruction • Utilization of strategies that promote student success in the classroom setting. • Hands on learning. • Engaging curriculum.	1.2. •Classroom Teachers	1.2. • Ongoing monitoring of referrals that are written.	1.2. •FOCUS and EDS reports.	
		1.3. • Lack of culturally responsive interventions for specific subgroups of students.	1.3. • Focus on building relationships with students. • Use support programs (5,000 Role Models, Girlfriends, Multicultural Club, & CROP) to encourage and motivate students to be successful. • Teach conflict resolution strategies.	1.3. • Administrative Team • Classroom Teachers • Mentors • Club or Organization Sponsors	1.3. • Ongoing monitoring of in school and out-of school suspension data.	1.3. •FOCUS and EDS reports.	

**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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

Response to Intervention Handbook Training	Various	RtI/SBLT Team	School-Wide	Ongoing	Monitoring of interventions, monthly RtI/SBLT meetings, & monitoring of school-wide data.	Various
Crisis Prevention Intervention Training	Various	Instructional & District Staff	School-Wide	Ongoing	Monitoring of interventions, monthly RtI/SBLT meetings, & monitoring of school-wide data.	Various

**Suspension Budget**

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

**Evidence-based Program(s)/Materials(s)**

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

**Technology**

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

**Professional Development**

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

**Other**

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

**Total:**

*End of Suspension Goals*



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

### Dropout Prevention Goal(s) Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Dropout Prevention</b> Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>		1.1. Students lack skills to plan for future aspirations and create educational goals	1.1. Implement High Yield Instructional Strategies	1.1. Principal	1.1.	1.1. Walkthrough and teacher appraisal
Improve current level of performance	<u>2012 Current Dropout Rate:</u> *	<u>2013 Expected Dropout Rate:</u> *				
		10% decrease from prior year				
	<u>2012 Current Graduation Rate:</u> *	<u>2013 Expected Graduation Rate:</u> *				
	Pending	Improve rate from prior year				
		1.2. • Low academic performance in reading and math make it difficult for students to meet all graduation requirements. • Lack of attainability in meeting graduation requirements due to multiple years of failure.	1.2. • Ongoing progress monitoring of students identified as at-risk. • Guidance seminars/ parent meetings. • Cohort Model • Courses to assist in remediating in reading & math. • Mentoring.	1.2. • Administration • Guidance • Classroom Teachers • RtI/SBLT Team • Community Members	1.2. • Ongoing Progress Monitoring of students data	1.2. • Student grade distributions • Graduation Rate Increase • Early Warning System Data
		1.3. • The limited availability of credit recovery options for at-risk students.	1.3. • ELP (2 days a week) • NovaNet (at school & from home) • FLVS • On Campus Tutoring (NHS/Homework Club/Spanish Honor	1.3. • Administration • Guidance • Classroom Teachers • Students	1.3. • Ongoing Progress Monitoring of students data	1.3. • Student grade distributions • Graduation Rate Increase • Early Warning System Data

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

			Society)			
--	--	--	----------	--	--	--

**Dropout Prevention Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grade Level Seminars	All Grades	Guidance Dept.	School-Wide	Ongoing	Individual counseling, academic discussions during homeroom 1x a grading period.	Various
Progress Monitoring by Cohort	All Grades	Cohort Teams	School-Wide	Ongoing	Cohort meetings, Cohort leadership team meetings, department meetings, & conferences	Various
Academic Parent Night / College Awareness Night	All Grades	DHS & District Staff	School-Wide	Ongoing	Individual counseling, academic discussions during homeroom 1x a grading period.	Various

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

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

				<b>Subtotal:</b>
Other				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
				<b>Total:</b>

*End of Dropout Prevention Goal(s)*

**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				
<b>1. Parent Involvement</b> <b>Parent Involvement Goal #1:</b> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child’s educational progress	1.1. Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child’s educational progress	1.1. • SBLT • Administration • PTSA / SAC • Family & Community Liaison • Guidance • Booster Organizations	1.1. • Increased attendance at various functions. • Increased parent input • Increase in recorded volunteer hours.	1.1. • Survey results. • District Reports (volunteer hours logged)				
Improve current level of performance  Portal logins by parents	<table border="1"> <tr> <th>2012 Current level of Parent Involvement:*</th> <th>2013 Expected level of Parent Involvement:*</th> </tr> <tr> <td></td> <td>Increased from prior year</td> </tr> </table>	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*		Increased from prior year	• Disconnect between school and families (Needs)	• Survey families and students regarding what they think their needs are. • Provide opportunities for parent involvement in the community. • Structure events/meetings around high attended schools events. • Increase parent meetings			
2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*									
	Increased from prior year									
		1.2. • Disconnect between school	1.2. • Make personal positive phone calls to introduce	1.2. • DHS Staff	1.2. • Parents feelings of increased communication with the	1.2. • Communication Logs • Email Communicate				

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

		and families (Communication)	yourself. • Increase use of email communication. • School Messenger messages (English & Spanish) * Maintain school web site and ensure that information is updated frequently		school.	
		1.3.	1.3.	1.3.	1.3.	1.3.

**Parent Involvement Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New Student Orientation &	All Grades	DHS Staff	Various	August 2011	Frequent reminders about information discussed at orientation.	Various
Back to School Night	All Grades	DHS Staff	Various	September 2011	Ongoing discussions with students about expectations.	Various
Academic Parent Night/College Awareness Night	All Grades	Various	Various	Ongoing (1 each semester)	Ongoing discussions with students about expectations.	Various
PTSA & SAC Meetings	All Grades	Principal & Chairs	Various	Monthly	Monthly attendance sign in sheets	Principals

**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
			<b>Subtotal:</b>
Technology			

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

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

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Parent Involvement Goal(s)*

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

**Career and Technical Education (CTE) Goal(s)**

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

<b>CTE Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>CTE Goal #1:</b>  <i>To increase the number of students graduating from the CTE programs at Dunedin High School by 10%.</i>	1.1. Lack of student engagement  Lack of interest by prospective students  Lack of real-world application	1.1. Implement construction management curriculum Start recruitment efforts early in the school year.  Utilize academy advisory board in the implementation of construction management course.	1.1. Academy Teachers  Academy Teachers Administrator Academy students	1.1. Lesson Plans  Academy Action Plan	1.1. CWT Form  Various

**CTE Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Collaborative planning	Various	Instructional staff	Academy & CTE Teachers	Ongoing	Department discussions, cohort discussions, school-wide professional development and teacher modeling	Administrative team and department chairs
Data Analysis	Various	DHS and district	School-wide	Ongoing	Department discussions, cohort	Administrative team and department

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

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

		staff			discussions, school-wide professional development and teacher modeling	chairs
Book Study	Various	Department Chairs	Various departments	Ongoing	Department discussions, cohort discussions, school-wide professional development and teacher modeling	Administrative team and department chairs

**CTE Budget**

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

**Evidence-based Program(s)/Materials(s)**

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

**Technology**

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

**Professional Development**

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

**Other**

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

**Total:**

*End of CTE Goal(s)*





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

	Schools Inventory  B Data: Being Fit Matters/Fitnessgram Data by school will be inserted here.	Inventory  B Data: Being Fit Matters/Fitnessgram  School will improve students' scores on one Being Fit Matters/Fitnessgram Assessment scores for selected by school.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Additional Wellness Goals Professional Development**

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

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

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

**Additional Wellness Goal(s) Budget**

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

**Additional Goal II Bradley MOU (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
<b>1. Additional Goal: Black Academic Achievement</b>			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough
<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
There will be an increase in black student achievement	Reading: 5% (15.00)	All black students to make learning gains in reading and math					
	Math: (algebra) 9% (5)						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

**Additional MOU Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

**Additional MOU Goal(s) 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

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

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

**Additional Goal III Bradley MOU (s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Additional Goal: Student Engagement for Black Students</b>			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
Additional Goal #1:  There will be an increase in black student engagement	2012 Current Level :*	2013 Expected Level :*					
	School data for % of black students receiving referrals found on EDS: School Wide Behavior Plan report	Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional MOU II Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

**Additional MOU Goal(s) 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

**Additional Goal IV Bradley MOU (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				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<b>1. Additional Goal: Black graduation rate</b>	1.1. Lack of Student	1.1. Positive behavior supports	1.1. SBLT	1.1. Determine:	1.1. Increase in black graduation

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

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

Additional Goal #1:  There will be an increase in black student graduation rate	2012 Current Level :*	2013 Expected Level :*	Engagement	are in place in the form of an effective school wide behavior plan		Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	rate
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional MOU 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

**Additional MOU Goal(s) Budget**

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

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

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

**Additional Goal V Bradley MOU (s)**

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

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



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

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
<b>1. Additional Goal: Black advanced Coursework</b>			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough  Professional Development includes equity and cultural responsiveness
<b>Additional Goal #1:</b>	<b>2012 Current Level :*</b>	<b>2013 Expected Level :*</b>					
<i>There will be an increase percent of black students enrolled in rigorous advanced coursework</i>	Honors: 5% (25)	Increase from prior year					
<i>There will be an increase in performance of black students in rigorous advanced coursework</i>	DE: 5% (5)  AP: 8% (38)						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional MOU Goals Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

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

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

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

**Additional MOU Goal(s) 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

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

<b>Total:</b>
---------------

*End of Additional Goal(s)*

**Final Budget**

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:</b>
<b>Science Budget</b>	<b>Total:</b>
<b>Writing Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>
<b>Grand Total:</b>	

**Final Budget**

Please provide the total budget from each section.	
<b>Reading Budget</b>	

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

	<b>Total:</b>
<b>CELLA Budget</b>	
	<b>Total:</b>
<b>Mathematics Budget</b>	
	<b>Total:</b>
<b>Science Budget</b>	
	<b>Total:</b>
<b>Writing Budget</b>	
	<b>Total:</b>
<b>Civics Budget</b>	
	<b>Total:</b>
<b>U.S. History Budget</b>	
	<b>Total:</b>
<b>Attendance Budget</b>	
	<b>Total:</b>
<b>Suspension Budget</b>	
	<b>Total:</b>
<b>Dropout Prevention Budget</b>	
	<b>Total:</b>
<b>Parent Involvement Budget</b>	
	<b>Total:</b>
<b>STEM Budget</b>	
	<b>Total:</b>
<b>CTE Budget</b>	
	<b>Total:</b>
<b>Additional Goals</b>	
	<b>Total:</b>
	<b>Grand Total:</b>

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

**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

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

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

- 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.
SAC will continue to provide input and support in the school's ongoing efforts to increase student achievement and change the school's culture to a college going culture.

Describe the projected use of SAC funds.	Amount