FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: 1531 Gibbs High School	District Name: Pinellas County Schools
Principal: Stephanie Adkinson	Superintendent: John A. Stewart, Ed. D.
SAC Chair:	Date of School Board Approval: 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

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.

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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	Stephanie Adkinson	M.A Curriculum and Instruction Ed. Ed. Leadership B.S Family Consumer Science North Carolina A&T	2	15	While at Tyrone Middle School, the school grade went from a "C" in 2008-09 to a "B" in 2009-10. In 2010-11 the school grade returned to a "C". Despite having 74% of the student population identified as economically disadvantaged, learning gains in reading were 57% and in math 56% Under Ms. Adkinson's leadership during the 2010-11 school year 69% of the lowest 25% made learning gains in reading, while 63% of the lowest 25% made learning gains in math. During Ms. Adkinson's tenure at Tyrone Middle School several systems and effective processes, strategies and best practices were implemented. Therefore, during the month of October 2011-12 Ms. Adkinson was selected by the superintendent to be the principal of the "Great Historical" Gibbs High School. The overall school grade for the school year is pending. Learning gains made this year in reading 55% and in math 47%. Learning gains for the lowest 25% were as follows: Reading 57% and math 63%. The overall school grade is pending.
Assistant Principal of Curriculum	Nicole Johnson	Bachelor of Science from Florida A& M University, M. Ed Leadership from National-Louis University	4	3	During Mrs. Johnson's first year at Gibbs High School she worked as the Dropout Prevention Specialist. Her diligence helped earn a school grade of "C". This was up from the previous grade of an "F". The learning gains during the 2009-10 school year was reading 40% and math 65%. The learning gains for the lowest 25% were as follows: 45% in reading and 58% in math. During the 2010-11 school year the school earned a grade of "B". The learning gains in reading were 45% and in math 72%. The learning gains for the lowest 25% were as follows: 49% in reading and 56% in math. The current school grade is pending.
Assistant Principal of Instruction	Larry Balduff	B.S. **Secondary Education** M. Ed. Certificates Social Science 5-12 Educational Leadership All Levels	2	4	As Assistant Principal of Instruction Mr. Balduff supervises the goals of our math department. The standard student achievement in math went from an overall 59% in math to 43% The percent of learning gains went from 72% to 47%. The annual learning gains for the lowest 25% increased from 56% to 63%. Although our current school grade is pending our goal in math for the 2012-13 school year is 100% . Through Mr. Balduff's leadership an investment in the Ascend technology math program was purchased. With embedded feedback there is confidence that our math scores.
Assistant Principal	Ija Hawthorne	Bachelor of Science from William Carey College,	3	7	As Assistant Principal of the BETA program at Gibbs High School, Ms. Hawthorne is able to offer unique career and industry

of BETA		and a Master of Ed. Leadership from the University of South Fl.			certification opportunities to our students. Her high standards and hard work helped earn a school grade of "C" during the 2009-10 school year. This was up from the previous grade of an "F". The learning gains during this year in reading were 40% and math 65%. The learning gains for the lowest 25% were as follows: 45% in reading and 58% in math. During the 2010-11 school year the school earned a grade of "B". The learning gains in reading were 45% and in math 72%. The learning gains for the lowest 25% were as follows: 49% in reading and 56% in math. The current school grade is pending
Assistant Principal	Carlisa Mills	Bachelor of Arts from University of North Florida; M. Ed. Leadership from the University of South Florida	3	2	In conjunction to Gibbs Mrs. Mills worked at Jamerson Elementary in the same position. During the 2010-11 year the school earned a grade of an A (Learning gains: 65%R, 63% M, Learning gains for the Lowest 25% are 66% R, 73%M), 95% of AYP satisfied. During the first year at Gibbs Mrs. Mills was curriculum specialist. The class support she provided to teachers helped earn a school grade of "B". The learning gains in reading were 45% and in math 72%. The learning gains for the lowest 25% were as follows: 49% in reading and 56% in math. The learning gain for the 2011-12 school year are 55% in reading and 47% in math. The learning gains of the lowest 25% are 57% in reading and 63% in math. The current school grade is pending
Assistant Principal	Javan Turner	Bachelor of Arts from University of South; Master of Science in Ed. Leadership from Nova Southeastern University.	3	7	As Assistant Principal over our ESE department at Gibbs High School, Mr. Turner's background in ESE enhances his ability to offer relevant support to our ESE teachers. His hard work helped earn a school grade of "B", which was up a letter grade from the previous year. During the 2010-11 school year the learning gains in reading were 45% and in math 72%. The learning gains for the lowest 25% were as follows: 49% in reading and 56% in math. The learning gain for the 2011-12 school year are 55% in reading and 47% in math. The learning gains of the lowest 25% are 57% in reading and 63% in math. The current school grade is pending
Assistant Principal	Michael Vasallo	.M. Ed. Leadership Bachelor of Science in 2nd English from the University of South Florida	1	5	Mr. Vasallo was Assistant Principal at John Hopkins Middle for three years. During 2011-12 the school earned a Grade of B: Learning Gains were as follows: 58% in Reading, 67% Learning Gains in Math. Learning gains for the lowest 25% in reading was 69% and in Math 75%.

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Linda Muetener	BA, English Education 6-12; MA Reading Education K-12; certified English/Language Arts 6-12; Reading K-12; ESOL endorsement.	6	1	Reading % Satisfactory or Higher: 40-55 Writing % Satisfactory or Higher: 58 Reading Points for Gains: 57 Reading Gains for L25%: 63 Adjusted Reading % Satisfactory or Higher: 40 Adjusted Writing % Satisfactory or Higher: 58Preliminary Grade for 2012: C 2011 School Grade: B
Science	Margret McCabe	Certification: K-12 Health; 6-12 biology; Middle Grades	3	3	Our science gains will improve from the current 26% to 33%. Over the past three years incremental increase is evident.
Math	Kamara Cooper	B.A. in Performance Theater Professional Certification Math 6-12	3	1	Our math will work to improve the percentage of proficiency for math from 56% to 61% 43% Alg. EOC 14% 24%

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. Provide Management and Organization support to needed students	At8/2hian Early	8/20-6/7
2. Provide site-based Professional Development based on teacher need and IPDP	Angela Wright-Nash and the PD team	9/3-6-7
3. Teacher Bonus Pay the 3rd year SIG plan	Principal Designee- AP	10/2-6/7
4. Ongoing New Teacher Support	Principal Designee- AP	8/16-6/7

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
Bautista, Josephite	• Site-base Professional Development opportunities • Resources that can be sought out and completed • Co-teacher opportunities to view effective management, organization and quality teaching

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
97	4.12% (4)	28.87% (28)	29.90% (29)	37.11% (36)	45.36% (44)	Pending	18.56% (18)	1.03% (1)	13.40% (13)

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**
Angela Wrigh-Nash	Andrew Lasher	Mentor is Department Chair	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson
Eric Cooper	Yesenia Navas	Mentor is teacher with exemplary experience	

			activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Kamara Cooper	Barbara Thomas	Mentor is content area coach	
Daryl Craft	LaShante Keys	Mentor is teacher with exemplary experience	
Cassandra Cummings	Jessia Spivey	Mentor has experience in working with arts teachers	
Diane Devore	Christopher Sands	Mentor is department chair	
Diane Devore	Jordon Schebell	Mentor is department chain	
Margret Gress	Auriel James	Mentor is teacher with exemplary experience	
Jennifer Krantz	Frederick Bradley	Mentor is teacher with exemplary experience	

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
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. **Data Source: provided by school based personnel** Stephanie Adkinson, Principal Ija Hawthorne, Assistant Principal/Principal Designee Nicole Johnson, Assistant Principal Javan Turner, Assistant Principal Carlisa Mills, Assistant Principal Larry Balduff, Assistant Principal Michael Vasallo, Assistant Principal DeJuan Patrick, Staff Developer – MTSS Kamara Cooper, Staff Developer – Mathematics Peggy McCabe, Staff Developer – Science Linda Mutener, Staff Developer – Literacy Laura Baker, Curriculum Specialist Mike Moten, Behavior Specialist Athian Early, Instructional Specialist Iris Williams, School Social Worker Diane Lajoie, School Psychologist Deborah Gregory, School Social Worker – Teen Parents Cody Clark, Department Chairperson – Guidance Denita Lowery, Guidance Counselor Cynthia White, Guidance Counselor Willis Dunn, Guidance Counselor Monica Crawford, Guidance Counselor Candace Rowe, Student Achievement Specialist Angela Chirno, Department Chairperson – Science Eric Cooper, Department Chairperson – Social Studies Valerie Pinzon, Department Chairperson – Mathematics Marlene Johnon, Department Chairperson – English Catherine Caffenkis, Department Chairperson – Reading Angela Wright-Nash, Department Chairperson – Business/Career & Technical Education Margaret Gress, Department Chairperson – Family & Consumer Sciences/Career & Technical Education Siobhan Arachard, Department Chairperson, Pinellas County Center for the Arts Diane Kelly, Department Chairperson - ESE
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? -Facilitator – generates agenda and leads team discussions – DeJuan Patrick, Staff Developer - MTSS -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data – Laura Baker, Curriculum Specialist & Diane Lajoie, School Psychologist -Technology Specialist – brokers technology necessary to manage and display data – Angela Wright-Nash, Department Chairperson - Business

-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access - Margaret Gress, Department Chairperson – Family and Consumer Sciences & Diane Kelly, Department Chairperson - ESE
-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda - Angela Chirino, Department Chairperson – Science

The Multi-Tiered Systems of Support (MTSS) Leadership Team is comprised of administrators, guidance counselors, student services specialist, instructional coaches, and department chairs. Members of the MTSS LEADERSHIP TEAM meet weekly on Wednesday from 2pm- 3 pm and then serve as leaders of departments and cohorts in order to align all school initiatives. The MTSS LEADERSHIP TEAM serves as the primary tier 1 problem-solving unit on campus, as well as coordinates MTSS processes, the School Improvement Plan, and Differentiated Accountability requirement. The MTSS LEADERSHIP TEAM also analyzes data, which is compiled from a variety of sources such as PMRN, FCAT scores, cohort reports, and Portal reports. The MTSS LEADERSHIP TEAM also aligns functions of committees, identifies processes and resources for data management review student data , and develops resource map of interventions and strategies available. Based on the data provided at MTSS LEADERSHIP TEAM, Tier 2 problem solving engagement teams, which include the Literacy Leadership Team, Instructional Coaches, and the Positive Behavior Support Team, implement strategies developed at MTSS LEADERSHIP TEAM. Tier 2 engagement teams also plan and implement supplemental supports as well as monitor their effectiveness. Tier 2 teams meet weekly. Tier 3 service providers who serve on the MTSS LEADERSHIP TEAM meet again weekly on Wednesdays from 7:30-3:30 as the Child Study Team and help create, monitor, and share tier two and three interventions with and for the MTSS LEADERSHIP TEAM based needs indentified through data analysis. Department Chairs and instructional coaches who serve on the MTSS LEADERSHIP TEAM meet with their departments every other Monday to afternoon to share goals, data, intervention, and initiatives established and/or reviewed during MTSS LEADERSHIP TEAM meetings. Administrators meet again weekly on Mondays afternoon to plan and problem-solve and establish direction for the MTSS LEADERSHIP TEAM and then serve as cohort PLC leaders every other Monday to disseminate strategies, initiatives, and data with cohort teachers.

Meeting time: **Data Source: provided by school based personnel – Every Thursday – 2:00 p.m. – 3:00 p.m.**

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
Data Source: provided by school based personnel

The school-based leadership team takes an active role in the development and implementation of the School Improvement Plan (SIP). Team members are responsible for acquiring and analyzing data and facilitating problem-solving sessions with teachers across content area. Rough drafts based upon teacher input are comprised and each member is then responsible for editing the work of participating teachers in the area of their expertise, while reflecting upon past performance and setting goals for future performance. In addition, team members align school goals and initiatives with district and state goals and initiatives. Team members district meet with their respective department and cohort biweekly to ensure the school improvement plan is implemented with fidelity, as well as to reflect upon progress and/or the need for further interventions.

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.
Data Source: provided by school based personnel

In order to summarize tiered data, the MTSS LEADERSHIP TEAM relies upon results from the FAIR assessment, administered three times annually, found in the Progress Monitoring and Reporting Network (PMRN) database and FCAT data. Results of math and science mini-assessment and Glencoe writing assessments are also utilized and behavior and attendance report will generated from our students information system, FOCUS. The data is collected by administrators, the data management technician, and staff developers and then brought to the attention of the MTSS LEADERSHIP TEAM for analysis problem-solving and planning to ensure highest student achievement for all students.

Describe the plan to train staff on MTSS. **Data Source: provided by school based personnel** Professional development for the 2012-2013 school year will be provided by staff developers and other content specialist through pre-school workshops on RtI: B, data collection and progress monitoring, and MTSS that will focus on building and establishing knowledge and operations for research-based best practices. Tier one and two interventions and progress monitoring will be reinforced through biweekly department PLC's and again in biweekly cohort PLC's facilitated by MTSS LEADERSHIP TEAM members. The MTSS LEADERSHIP TEAM will also participate in the district provided booster training
Describe plan to support MTSS. **Data Source: provided by school based personnel** The MTSS LEADERSHIP TEAM will support MTSS school wide at each tier. At tier 2, problem solving engagement teams will have dedicated time during the school day to plan, implement, and progress monitor interventions. This will be done during common planning, department meetings, cohort meetings, and during lesson studies. Additionally, instructional staff developer and key content leaders will have access to school wide data via FOCUS and other student management databases. The Literacy Leadership team will provide school wide literacy strategies and suggestions for interventions. MTSS supports will be systematically delivered through the Cohort Teams, based upon a set of criterion established from early warning predictors. Students are identified through data collection every semester and placed into reading, intensive math, and intervention classes by the Cohort Team. Six week attendance, academic, and behavior support courses and programs are also provided through the cohort guidance counselor. Progress is monitored by the teachers of the support classes and shared and assessed by the Cohort Team and the Cohort PLCs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Literacy Leadership Teams create 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 o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons o Providing scaffolding that does not preempt or replace text reading by students o Developing and asking text dependent questions from a range of question types o Emphasizing students supporting their answers based upon evidence from the text o 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

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parentsin the designated upload link on the "Upload" page.

Grades 6-12 OnlySec. 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.

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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.

The School Based Leadership Team analyzes the High School Feedback Report each year to determine strengths, weaknesses and problem solve gaps in data. Since the data is lagging by two years, it is sometimes difficult to quickly affect change. Some current and previous strategies used to increase postsecondary readiness include: implementation and increased use of the AVID program; increased participation in advanced coursework; establishment and expansion of Centers of Excellence; increased participation in ACT, CPT, and SAT exams; improved articulation with local colleges and postsecondary institutions; and participation in partnerships with St. Petersburg College.

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

<table>
<tr><td colspan="3">areas in need of improvement for the following group:</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3">1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.</td><td>1a.1.
Instruction does not provide students with sufficient opportunities to read and think through complex text</td><td>1a.1.
Set and communicate a purpose for learning and learning goals in each lesson

Model practical ways of thinking through complex reading processes (e.g., previewing text, using fix up strategies, evaluating validity and reliability, considering viewpoints, drawing conclusions, making claims, justifying reasoning based on evidence from text).</td><td>1a.1.
AP who evaluates teacher, Instructional Coaches.</td><td>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</td><td>1a.1.
Walkthroughs
-FAIR Data
-Focus Lessons
-Classroom Observations
-Lesson Plans</td></tr>
<tr><td rowspan="2">Reading Goal #1a:

Improve current level of performance</td><td>2012 Current Level of Performance:*</td><td>2013Expected Level of Performance:*</td><td colspan="5" rowspan="2"></td></tr>
<tr><td>17% (111)</td><td>Decrease level 1&2 from 65% To 55% (410)</td></tr>
<tr><td colspan="3"></td><td>1a.2.
Instruction does not include a variety of practices that promote active student discussion and writing to elaborate on complex text.</td><td>1a.2.
Increase opportunities for students to read and grapple with complex text. i.e. Increase or ensure Independent Reading is occurring in all classrooms.</td><td>1a.2.
AP who evaluates teacher, Instructional Coaches.</td><td>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.
*Explicit Instruction; Modeled</td><td>1a.2.
Walkthroughs
-FAIR Data
-Focus Lessons
-Classroom Observations
-Lesson Plans</td></tr>
</table>

<table>
<tr><td colspan="3"></td><td></td><td></td><td></td><td>Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</td><td></td></tr>
<tr><td colspan="3"></td><td>1a.3.
Instruction is not adjusted based on assessment of students' literacy needs.</td><td>1.3.
Break text-based experiences into digestible chunks and use checks for understanding to monitor comprehension, provide corrective feedback, and make adjustments during instruction to meet student needs.

Differentiated instruction to be implemented based on student assessment (data).</td><td>1a.3.
AP who evaluates teacher</td><td>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</td><td>1a.3.
Walkthrough
Teacher Appraisal Results
-FAIR Data
-Focus Lessons
-Classroom Observations
-Lesson Plans</td></tr>
<tr><td colspan="3">1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in reading.</td><td>1b.2.
Insufficient standard based instruction.

Instruction does not include a variety of practices that promote active student discussion and writing to elaborate on complex text.</td><td>1b.2.
Implement High Yield Instructional Strategies

Increase opportunities to read and grapple with complex text and increase familiarity with academic vocabulary.

Increase opportunities for meta cognition</td><td>1b.2.
AP who evaluates teacher</td><td>1b.2.
Determine:
*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
*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.
*Explicit Instruction; Modeled</td><td>1b.2.
Walkthrough
Lesson Plans
Observations.</td></tr>
<tr><td>Reading Goal #1b:

Improve current level of performance</td><td>2012 Current Level of Performance:*

50%</td><td>2013Expected Level of Performance:*

Decrease level 1,2,3</td><td colspan="4"></td></tr>
</table>

						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
2a.FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in reading.			2a.1. Lack of differentiation of instruction Produce opportunities for collaborative structures and writing opportunities. Additionally, questioning the text strategy.	2a.1. Provide formative assessments to inform differentiation in instruction Engage students in authentic cognitively complex literacy tasks (e.g. Lesson study, ext-based inquiry, investigation, problem solving, decision making) and monitor the extent to which students use evidence from text to justify reasoning.	2a.1. AP who evaluates teacher Instructional coaches Teachers.	2a.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	2a.1. Walkthroughs Assessment Data (FCAT, FAIR, Glencoe, FCIM Activities, EOCs, classroom assessments.
Reading Goal #2a: Improve current level of performance	2012 Current Level of Performance:* 17% (112)	2013Expected Level of Performance:* Increase level 4 and 5 by 5%					
			2a.2. Curriculum and instruction does not	2a.2. Utilize Lesson Study	2a.2. -Administrators -Instructional Coaches	2a.2. Teachers and students participate in surveys to determine the	2a.2. Utilize Lesson Study data to determine effectiveness of

<table>
<tr><td colspan="2"></td><td>engage students in authentic higher order, cognitively complex literacy tasks.</td><td>so that teachers can increase their own effectiveness, increase collaboration between teachers and have a greater impact on students' learning</td><td>-Teachers</td><td>fidelity of strategy implementation and used.</td><td>lesson\benchmark being taught and make any necessary adjustments.</td></tr>
<tr><td colspan="2"></td><td>2a.3</td><td>2a.3</td><td>2a.3</td><td>2a.3</td><td>2a.3</td></tr>
<tr><td colspan="2">2b. Florida Alternate Assessment:
Students scoring at or above Level 7 in reading.</td><td>2b.1.
Lack of differentiation of instruction

Curriculum and instruction does not engage students in authentic high order, cognitively complex literacy tasks.</td><td>2b.1.
Provide formative assessments to inform differentiation in instruction

Utilize Common Planning and/or PLCs to enhance collaboration and facilitate consistency in lesson plans across curriculum</td><td>2b.1.
AP who evaluates teacher
Instructional Coaches, Teachers</td><td>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</td><td>2b1.
Walkthrough tools and review of data gathered along with recommendation.</td></tr>
<tr><td>Reading Goal #2b:

Improve current level of performance</td><td>2012 Current Level of Performance:*
36%</td><td>2013Expected Level of Performance:*
Increase level 7 by 5%</td><td colspan="4"></td></tr>
<tr><td colspan="2"></td><td>2b.2.</td><td>2b2.</td><td>2b.2.</td><td>2b.2.</td><td>2b.2.</td></tr>
<tr><td colspan="2"></td><td>2b.</td><td>2b.3</td><td>2b.3</td><td>2b.3</td><td>2b.3</td></tr>
</table>

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.			3a.1. Environment and school infrastructure does not support school wide literacy improvement efforts	3a.1. Differentiate Instruction Literacy Leadership Team (LLT) to engage in collaborative problem solving and lead core literacy improvements	3a.1. AP who evaluates teacher Literacy Coaches, department heads and PLCs.	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
Reading Goal #3a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	pending	100%					
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2. -
			3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			3b.1. Lack of student engagement Environment and school infrastructure does	3b.1. Differentiate Instruction. Engage teachers and leaders in routines that continuously promote	3b.1. AP who evaluates teacher. -Administrators Instructional Coaches	3b.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	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when
Reading Goal #3b: Improve current level of	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

performance	e:*		not support school-wide literacy improvement efforts	a culture of change and improvement (e.g. classroom walkthroughs, instructional rounds, strategy walks, peer visits, lesson study,	-Teachers	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.	applicable Walkthroughs -FAIR Data -Focus Lessons -Classroom Observations -Lesson Plans
	pending	100%					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.			4a.1. Instruction does not provide students with sufficient opportunities to read and think through complex text. (ie. Independent Reading and follow up with a writing and\or verbal dialogue about reading assignment.	4a.1. Differentiate Instruction. Use a variety of text-based instructional practices to promote active student engagement in reading complex text. (e.g. Comprehension Instructional Sequence routine., collaborative structures, text-based discussion routines.)	4a.1. AP who evaluates teacher -Instructional coaches, teachers.	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	4a.1. Lesson Plans & Walkthrough Assessment Data, FCAT, FAIR, Glencoe, FCIM activities, EOCs and other classroom assessments.
Reading Goal #4a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	pending	100%					

						assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			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 Model practical ways of thinking through complex reading processes (e.g. previewing text, using fix up strategies, evaluating validity and reliability, considering viewpoints, drawing conclusions, making claims, justifying reasoning based on evidence from the text.	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 *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	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs
			4a.	4a.3.	4a.3.	4a.3. .	4a.3.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4b: Improve current level of performance	2012 Current Level of Performance:* 54% (143)	2013Expected Level of Performance:* 100%	4b.1. Lack of differentiation of instruction Insufficient intervention supports exist to address the varying needs of students across academic and	4b.1. Differentiate Instruction by : explicitly teach, model, and guide students in using school-wide literacy strategies across the content areas.	4b.1. AP who evaluates teacher	4b.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	4b.1. Lesson Plans & Walkthroughs, Assessment Data, (FCAT, FAIR, Glencoe, FCIM Activities, District Common Assessments, EOCs other classroom assessments.

			engagement areas			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.		
			4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.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 *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	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
			4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives	**Baseline data 2010-2011** 33		44	55	67	78	89	100

(AMOs). In six year school will reduce their achievement gap by 50%.							
Reading Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction Students lack of knowledge and awareness of skills necessary to be academically successful.	5b.1. Differentiate Instruction Intensive reading instruction will focus on tested benchmarks and will include students who need supplemental and intensive instruction. Lesson planning with PLCs, co-planning with teachers and coaches, use of District resources.	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, Walkthroughs, FAIR Data, Mini Assessments, informal assessments.	
Reading Goal #5B: Improve current level of performance	2012 Current Level of Performance:* White: 49% (109) Black: 36% (80.00) Hispanic: 7% (15.00) Asian: 2% (5.00) American Indian: 1% (3.00)	2013Expected Level of Performance:* 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.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.		5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction using student assessment data	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 FAIR, FCAT, classroom assessments
Reading Goal #5C: Improve current level of performance	2012 Current Level of Performance:*	2013Expected 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
5D. Students with Disabilities (SWD)not making satisfactory progress in reading.		5d.1. General education	5d.1. Differentiate	5d.1. AP who evaluates	5d.1. Content materials are differentiated	5d.1. Review FAIR Data

Reading Goal #5D: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	teachers' expectation of students too low. Teachers do not utilize differentiated instructional practices consistently.	Instruction Create system of communication between ESE case managers and general education teachers focusing on IEP goals and benchmarks instructions.	teachers, VE Specialists, ESE Case manager, Instructional Literacy Coach, Guidance Counselors, Reading teachers.	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.	SRI Reading Plus Read 180 Data Informal Assessments, Semester Exams. Lesson Plans & Walkthrough
	pending	100% of all SWD students to make a learning gain An increase in proficiency by 10%					
			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
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5e.1. Instruction is not adjusted based on assessment of students literacy needs.	5e.1. Analyze assessment data (FCAT, FAIR, FCIM classroom assessments) to monitor student progress and modify curriculum based on patterns of need. Lesson planning with	5e.1. -Teachers -Cohort Teams -Administrators -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	5e.1. -FAIR Data Mini Assessments Informal Assessments. Lesson Plans & Walkthrough
Reading Goal #5E: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	pending	100% of economically disadvantage					

		d students will learning gain An increase in proficiency by 10%		PLCs, co-planning with teachers and coaches, use of District resources.		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.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Content Area Text Complexity	9-12	Curriculum Specialist	PLCs	Monthly, schedule to be done by October 2012	Administrative walkthroughs, student data and work samples displayed	Teacher Cohort Teams
Academic Vocabulary	9-12	Literacy Leadership Team	PLCs	Monthly, schedule to be done by October 2012	Administrative walkthroughs, student data and work samples displayed	Teacher Cohort Teams
Literacy Strategies	9-12	Literacy Coach	PLCs	Monthly, schedule to be done by October 2012	Administrative walkthroughs, student data and work samples displayed	Teacher Cohort Teams

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Instructional Materials	Reading/Classroom Supplies	TBD	$5,380.00
Tutoring/Credit Recovery	Extending Learning	SIG	$7666.67
			Subtotal: $13,046.67
Technology			
Strategy	Description of Resources	Funding Source	Amount
Facilitator	SMART training	SIG	$250.00
SMART Classrooms	SMART Boards/Enhanced System	SIG	$12,500
AVID	AVID Institute	SIG	$6000.00
			Subtotal: $18,750.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Support	Professional resources/materials		$750.00
			Subtotal: $750.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Staffing Model	Personnel	SIG	$46,500.00
			Subtotal: $46,500.00
			Total: $79,046.67

End of Reading Goals

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

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking. CELLA Goal #1: Improve current level of performance **Number of students tested on CELLA:** 3	2012 Current Percent of Students Proficient in Listening/Speaking: 67% (2)	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
		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	2.1. Lesson Plans & Walkthrough

					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.	
		1.3.	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
2. Students scoring proficient in Reading.		2.2. Insufficient standard based instruction	2.2. Implement High Yield Instructional Strategies	2.2. AP who evaluates teacher	2.2. 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. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer	2.2. Walkthrough
CELLA Goal #2: Improve current level of performance	2012 Current Percent of Students Proficient in Reading : 33% (1)					

					Support and Feedback; and Independent Practice occur	
		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
3. Students scoring proficient in Writing.		3.1. Insufficient standard based instruction	3.1. Set and communicate a purpose for learning and learning goals in each lesson	3.1. AP who evaluates teacher	3.1. 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	3.1. Walkthrough & Lesson Plans
CELLA Goal #3: Improve current level of performance	2012 Current Percent of Students Proficient in Writing : 67% (2)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

2012-2013School 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)).

<table>
<tr><th colspan="3">High School Mathematics Goals</th><th colspan="4">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</td><td>1a.1.
Insufficient standard based instruction</td><td>1a.1.
Set and communicate a purpose for learning and learning goals in each lesson</td><td>1a.1.
AP who evaluates teacher</td><td>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</td><td>1a.1.
Walkthrough & Lesson Plans</td></tr>
<tr><td>Mathematics Goal #1:

Improve current level of performance</td><td>2012 Current Level of Performance:*

64%</td><td>2013Expected Level of Performance:*

Decrease level 1,2,3</td><td colspan="4"></td></tr>
<tr><td colspan="3"></td><td>1a.2.
Insufficient standard based instruction</td><td>1a.2.
Implement High Yield Instructional Strategies</td><td>1a.2.
AP who evaluates teacher</td><td>1a.2.
Determine:
*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and</td><td>1a.2.
Walkthrough</td></tr>
</table>

					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	
		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
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2: Improve current level of performance	2012 Current Level of Performance	2013Expected Level of Performance:*	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	2b1. Walkthrough

	:*					*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	
	21%	Increase level 7 by 5%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			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
3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	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	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 :*	2013Expected Level of Performance :*					
	pending	100% of students will make learning gains					

						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.	
			3.2. Lack of rigorous instruction	3.2. Higher Order Thinking Questioning and Instruction	3.2. AP who evaluates teacher	3.2. Questioning and Instruction using Bloom's Taxonomy Assessments with Higher Order Thinking Questions that mirror state, district and AP testing questions	3.2. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
			3.3.	3.3.	3.3.	3.3.	3.3.
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
4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			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 *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and	4a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Mathematics Goal #4: Improve current level of performance	2012 Current Level of Performance: * pending	2013Expected Level of Performance:* 100% of students will make learning gains					

						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.	
			4.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4.2. Create intervention that support core instructional goals and objectives	4.2. SBLT	4.2. *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 *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	4.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs
			4.3	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

2012-2013School 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]).

<table>
<tr><th colspan="3">Algebra EOC Goals</th><th colspan="4">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1. Students scoring at Achievement Level 3 in Algebra.</td><td rowspan="2">1a.1.
Insufficient standard based instruction</td><td rowspan="2">1a.1.
Set and communicate a purpose for learning and learning goals in each lesson</td><td rowspan="2">1a.1.
AP who evaluates teacher</td><td rowspan="2">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</td><td rowspan="2">1a.1.
Walkthrough & Lesson Plans</td></tr>
<tr><td rowspan="2">Algebra Goal #1:

Improve current level of performance</td><td>2012 Current Level of Performance: *</td><td>2013Expected Level of Performance:*</td></tr>
<tr><td>14%
(17)</td><td>Decrease level 1 and 2
By 10%</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2"></td><td>1a.2.
Insufficient standard</td><td>1a.2.
Implement High Yield</td><td>1a.2.
AP who evaluates</td><td>1a.2.
Determine:</td><td>1a.2.
Walkthrough</td></tr>
</table>

		based instruction	Instructional Strategies	teacher	*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	
		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	1a.3. Walkthrough Teacher Appraisal Results

					and supports to access higher order questions and tasks		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			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	2b1. Walkthrough
Algebra Goal #2: Improve current level of performance	2012 Current Level of Performance:* 2% (2)	2013Expected Level of Performance:* Increase level 4 and 5 by 5%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016** / **2016-2017**

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data ~~2010-2011~~** 2011-2012 33	**15%**	**32%**	**49%**	**66%**	**83%**	**100%**
Algebra Goal #3A: Improve current level of performance							
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	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.**		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	5b.1. Lesson Plans & Walkthrough	
Algebra Goal #3B: Improve current level of performance	2012 Current Level of Performance: * White: 37% 7 Black: 53% 10 Hispanic: 11% 2 Asian: 0% 0.00 American	2013Expected 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%					

	Indian: 0% 0					assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
							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
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.			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	5c.1. Lesson Plans & Walkthrough
Algebra Goal #3C: Improve current level of performance	2012 Current Level of Performance: *	2013Expected Level of Performance: *					
		100% of ELL students to make a learning gain Increase proficiency of ELL students by 10%					

						opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			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 to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.			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	5d.1. Lesson Plans & Walkthrough
Algebra Goal #3D: Improve current level of performance	2012 Current Level of Performance: * 	2013 Expected Level of Performance: * 100% of all SWD students to make a learning gain Increase proficiency of SWD students by 10%					

						understanding in different ways, which includes varying degrees of difficulty.	
			5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	3D.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
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.			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)	5e.1. Lesson Plans & Walkthrough
Algebra Goal #3E: Improve current level of performance	2012 Current Level of Performance: *	2013Expected Level of Performance: * 100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%					

						*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.2	5E.2	5E.2	5E.2	3E.2.
			5E.3	5E.3	5E.3		3E.3

End of Algebra EOC Goals

2012-2013School 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]).

<table>
<tr><th colspan="3">Geometry EOC Goals</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1. Students scoring at Achievement Level 3 in Geometry.</td><td rowspan="2">1a.1.
Insufficient standard based instruction</td><td rowspan="2">1a.1.
Set and communicate a purpose for learning and learning goals in each lesson</td><td rowspan="2">1a.1.
AP who evaluates teacher</td><td rowspan="2">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</td><td rowspan="2">1a.1.
Walkthrough & Lesson Plans</td></tr>
<tr><td>Geometry Goal #1:

Improve current level of performance</td><td>2012 Current Level of Performance: *</td><td>2013Expected Level of Performance:*

Decrease level 1 and 2 students</td></tr>
</table>

		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. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough
		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	1a.3. Walkthrough Teacher Appraisal Results

					Students are provided with appropriate scaffolding and supports to access higher order questions and tasks		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above AchievementLevels 4 and 5 in Geometry.			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	2b1. Walkthrough
Geometry Goal #2: Improve current level of performance .	2012 Current Level of Performance: *	2013Expected Level of Performance:*					
		Increase level 4 and 5 by 5%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016** **2016-2017**

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3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Geometry Goal #3A: Improve current level of performance							
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
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**			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	5b.1. Lesson Plans & Walkthrough
Geometry Goal #3B: Improve current level of performance	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%					

						assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
							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
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			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	5c.1. Lesson Plans & Walkthrough
Geometry Goal #3C: Improve current level of performance	2012 Current Level of Performance: *	2013Expected Level of Performance: *					
		100% of ELL students to make a learning gain Increase proficiency of of ELL students by 10%					

						opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			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 to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			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	5d.1. Lesson Plans & Walkthrough
Geometry Goal #3D: Improve current level of performance	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
		100% of SWD students to make a learning gain Increase proficiency of SWD students by 10%					

						understanding in different ways, which includes varying degrees of difficulty.	
			5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	3D.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
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			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	5e.1. Lesson Plans & Walkthrough
Geometry Goal #3E: Improve current level of performance	2012 Current Level of Performance: *	2013Expected Level of Performance: *					
		100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%					

						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 Geometry EOC Goals

Mathematics Professional Development

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

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

Mathematics Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Tutoring/Credit Recovery	Extending Learning	SIG	$7666.67
			Subtotal: $7,666.67
Technology			
Strategy	Strategy	Strategy	Strategy
Facilitator	SMART training	SIG	250.00
SMART Classrooms	SMART Boards/Enhanced System	SIG	12,500
			Subtotal:$12,750
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Staffing Model	Personnel	SIG	$46,500.00
			Subtotal: $46,5000
			Total: $66,916.67

End of Mathematics Goals

2012-2013School 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]).

<table>
<tr><th colspan="3">High School Science Goals</th><th colspan="4">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1.Florida Alternate Assessment :Students scoring at Level 4, 5, and 6 in science.</td><td rowspan="2">1a.1.
Insufficient standard based instruction</td><td rowspan="2">1a.1.
Set and communicate a purpose for learning and learning goals in each lesson</td><td rowspan="2">1a.1.
AP who evaluates teacher</td><td rowspan="2">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</td><td rowspan="2">1a.1.
Walkthrough & Lesson Plans</td></tr>
<tr><td>Science Goal #1:

Improve current level of performance</td><td>2012 Current Level of Performance: *

88%</td><td>2013Expected Level of Performance: *

Decrease level 1,2, and 3 by 10%</td></tr>
<tr><td colspan="3"></td><td>1a.2.
Insufficient standard based instruction</td><td>1a.2.
Implement High Yield Instructional Strategies</td><td>1a.2.
AP who evaluates teacher</td><td>1a.2.
Determine:
*Lesson focuses on essential</td><td>1a.2.
Walkthrough</td></tr>
</table>

					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	
		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		Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

<table>
<tr><td colspan="3">areas in need of improvement for the following group:</td><td></td><td></td><td>Monitoring</td><td>Strategy</td><td></td></tr>
<tr><td colspan="3">2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</td><td>2.1.
Lack of differentiation of instruction</td><td>2.1.
Provide formative assessments to inform differentiation in instruction</td><td>2.1.
AP who evaluates teacher</td><td>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 progress of students aligned to FAA access points</td><td>2.1.
Walkthrough</td></tr>
<tr><td rowspan="3">Science Goal #2:

Improve current level of performance</td><td>2012 Current Level of Performance: *</td><td>2013Expected Level of Performance: *</td><td colspan="4" rowspan="3"></td></tr>
<tr><td>13%</td><td>Increase the level 7 by 5%</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2"></td><td>2.2.</td><td>2.2.</td><td>2.2.</td><td>2.2.</td><td>2.2.</td></tr>
<tr><td colspan="2"></td><td>2.3</td><td>2.3</td><td>2.3</td><td>2.3</td><td>2.3</td></tr>
</table>

End of Florida Alternate Assessment High School Science Goals

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

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

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

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

1. Students scoring at Achievement Level 3 in Biology.			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
Biology Goal #1: Improve current level of performance	2012 Current Level of Performance: * Increase the percentage of students at level 3 or above by 10%	2013Expected Level of Performance: *					
			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	1a.2. Walkthrough

					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
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.		2.1. Lack of differentiation of instruction	2.1. Provide formative assessments to inform differentiation in instruction	2.1. AP who evaluates science teachers	2.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction	2.1. Walkthrough
Biology Goal #2: Improve current level of performance	2012 Current Level of Performance: *	2013 Expected Level of Performance: *				

		Increase level 4 and 5 by 10%				*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	
			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

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Wide training	All science	District science supervisor	All science teachers	August, 2012	Classroom observations	Science coach
NGCAR-PD	All Science	Science Coach and Content Literacy Coach	All Science teachers	September, 2012-May, 2013	Classroom observations	Science coach
Lesson Study	All Science	Science Coach	All Science Teachers	September, 2012-May, 2013	Classroom observations	Science coach

Science Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
1.1. Insufficient standard based instruction; 2.1. Lack of differentiation of instruction	Lab materials	SIG; SIP allocation	$0.00
Tutoring/Credit Recovery	Extending Learning	SIG	$7666.67
			Subtotal: $7666.67
Technology			
Strategy	Description of Resources	Funding Source	Amount
1.1. Insufficient standard based instruction 2.1. Lack of differentiation of instruction	Gizmo license renewal	SIG; SIP allocation	$3000
Facilitator	SMART training	SIG	250.00
SMART Classrooms	SMART Boards/Enhanced System	SIG	9,500.00
			Subtotal: $15,750.00
Professional Development			

Strategy	Description of Resources	Funding Source	Amount
1.1. Insufficient standard based instruction; 2.1. Lack of differentiation of instruction	FAST Conference registration; facilitator for content enhancement; materials for PD	SIG; SIP allocation	$1000
			Subtotal: $1000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Staffing Model	Personnel	SIG	$46,500.00
			Subtotal: $46,500.00
			Total: $70,916.67

End of Science Goals

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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT:Students scoring at Achievement Level3.0 and higher in writing.			1a.1. Insufficient standard based instruction 1a.1. Students with disabilities do not receive time for adequate instructional guidance.	1a.1. Set and communicate a purpose for learning and learning goals in each lesson 1a.1. Analysis of 2012 data. Ongoing progress monitoring data via Glencoe Online Writing program. Students will use writing as a tool for thinking in all classes via tools such as Cornell notes, journals, writers' notebooks, blogs, etc.	1a.1. AP who evaluates teacher 1a.1. Principal, BETA AP, Dept. Chair and Language Arts Staff	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. Teacher analysis and reflection about individual	1a.1. Walkthrough & Lesson Plans 1a.1. Data-driven reflection and discussion regarding strengths and weaknesses of students. Progress between the present test prompt and the second district common assessment from Glencoe. Formative computer-based teacher assessments
Writing Goal #1a: Improve current level of performance On 2013 Florida Writes, 90% or more of students will score a 3.5 or higher	2012 Current Level of Performance:* Level 3: 88% (303) Level 4: 34% (118)	2013Expected Level of Performance:* Decrease level 1,2 and 3 students 90% or more of students will score 3.5 or higher					

						student assessment results.. 10th grade teacher feedback sessions. Glencoe Essay grader will be used to view data and interpret results	
			1a.2. Insufficient standard based instruction 1a.2. Poor attendance among general education students.	1a.2. Implement High Yield Instructional Strategies 1a.2. Ongoing teacher observation of student performance.	1a.2. AP who evaluates teacher 1a.2. Principal, BETA AP, Dept. Chair and Language Arts Staff	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. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur 1a.2. Review of lesson plans and student writing.	1a.2. Walkthrough 1a.2. Data-driven reflection and discussion regarding strengths and weaknesses of students. Progress between the present test prompt and the second district common assessment from Glencoe. Formative computer-based teacher assessments.
			1a.3. Insufficient standard based instruction 1a.3. Lack of	1a.3. Increase instructional rigor 1a.3. Continued training	1a.3. AP who evaluates teacher 1a.3. Principal,	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels	1a.3. Walkthrough Teacher Appraisal Results 1a.3. Data-driven

<table>
<tr><td></td><td colspan="2"></td><td>instructional planning and implementation time.</td><td>in and use of Writing on Demand and Hitting 4.0 Training videos.</td><td>BETA AP, Dept. Chair and Language Arts Staff</td><td>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. Classroom walk-throughs.</td><td>reflection and discussion regarding strengths and weaknesses of students.
Progress between the present test prompt and the second district common assessment from Glencoe.
Formative computer-based teacher assessments.</td></tr>
<tr><td colspan="3">1b. Florida Alternate Assessment:Students scoring at 4 or higher in writing.</td><td>1b.1.
Insufficient standard based instruction</td><td>1b.1.
Set and communicate a purpose for learning and learning goals in each lesson</td><td>1b.1.
AP who evaluates teacher</td><td>1b.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</td><td>1b.1.
Walkthrough & Lesson Plans</td></tr>
<tr><td>Writing Goal #1b:

Improve current level of performance</td><td>2012 Current Level of Performance:*
Level 4,5,6 33%
Level 7,8,9 67%</td><td>2013Expected Level of Performance:*
Decrease level 1,2 and 3 students</td><td colspan="4"></td></tr>
</table>

						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	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

End of Writing Goals

Writing Professional Development

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

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

Writing Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Inquire Base Inst. and Rigor	College Board Workbooks	SIG	$25,,000
	Instructional Materials and Supplies	SIP	$1141.0575
			Subtotal: $26,141.06
Technology			
Strategy	Description of Resources	Funding Source	Amount
Facilitator	SMART training	SIG	250.00
SMART Classrooms	SMART Boards/Enhanced System	SIG	12,500
			Subtotal:$12,750
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Staffing model	Personnel	SIG	$46,5000
			Subtotal: $46,500.00
			Total:$ 73,891.06

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

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

<table>
<tr><td colspan="3">1. Students scoring at Achievement Level 3 in U.S. History.</td><td>1a.1.
Insufficient standard based instruction</td><td>1a.1.
Set and communicate a purpose for learning and learning goals in each lesson</td><td>1a.1.
AP who evaluates teacher</td><td>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</td><td>1a.1.
Walkthrough & Lesson Plans</td></tr>
<tr><td rowspan="2">U.S. HistoryGoal #1:

Establish baseline level of performance</td><td>2012 Current Level of Performance:*</td><td>2013Expected Level of Performance:*</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>Not available</td><td>Improved from baseline</td></tr>
<tr><td colspan="3"></td><td>1a.2.
Insufficient standard based instruction</td><td>1a.2.
Implement High Yield Instructional Strategies</td><td>1a.2.
AP who evaluates teacher</td><td>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</td><td>1a.2.
Walkthrough</td></tr>
</table>

					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
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.		2.1. Insufficient standard	2.1. Set and communicate a	2.1. AP who evaluates	2.1. Determine Lesson:	2.1. Walkthrough & Lesson

U.S. History Goal #2: Establish baseline level of performance	2012 Current Level of Performance:* Not available	2013Expected Level of Performance:* Improved from baseline	based instruction	purpose for learning and learning goals in each lesson	teacher	*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	Plans
			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

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

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

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

2012-2013School 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)).

Attendance Goal(s)			**Problem-solving Process to Increase Attendance**				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of 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
Attendance Goal #1: Improve current level of performance	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	91%	Greater than prior year					
	2012 Current Number of Studentswith Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	722	10% decrease from prior year					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013Expected Number of Students with Excessive Tardies (10 or more)					
	0	10% decrease from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Attendance Budget(Insert rows as needed)

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

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			**Problem-solving Process to Decrease Suspension**				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan PBS Challenges Learning Earning	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
Suspension Goal #1: Improve current level of performance	2012Total Number of In – School Suspensions	2013 Expected Number of In- School Suspensions					
	553/842	10% decrease from prior year 758					
	2012Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	255/302	10% decrease from prior year 272					
	2012Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	1400/409	10% decrease from prior year 369					

	2012Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	222/193	10% decrease from prior year 174					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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
Safe Learning Environment	9-12	Assistant	Staff	Preschool	Administrator Walk Throughs	Administrators
10 Day Cultural Building	9-12	Behavior Specialist	Staff	Preschool	Administrator Walk Throughs	Administrators

Suspension Budget(Insert rows as needed)

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

			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

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

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

Dropout Prevention Goal(s)			**Problem-solving Process to Dropout Prevention**				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*			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	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
		10% decrease from prior year					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	Pending	Improve rate					

		from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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
			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 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
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*			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. Guidance	1.1. Communication	1.1. Communication Logs 1.2. Portal Log-in
Improve current level of performance Portal logins by parents	2012 Current level of Parent Involvement: *	2013 Expected level of Parent Involvement: *					
		Increased from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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ParenInvolvement 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

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
Parent conference	Graduation Expectation and Progress	SIG	$3500.00
Spring Parent Workshop	Preparation for FCAT	SIG	$1000.00
Mail outs	Stamps	SIG	$1000.00
			Subtotal:$5500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Portal training	Student Progress and update	0.00	0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Freshmen Orientation	Summer STOMP	SIG	$2500.00
			Subtotal: $2500.00
			Total: $8000.00

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

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

End of Parent Involvement Goal(s)

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

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

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

STEM Professional Development

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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)).

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Increase number of students obtaining industry certification.	1.1. Literacy level of student 1.2. Alignment between prep materials and actual test for level of rigor 1.3. Reliability of technology	1.1. Differentiation 1.2. Infusion of literacy strategies aligned to level of industry tests 1.3. Constant promotion of tests & importance 1.4 Two-way communication with District	1.1. CTE Teacher 1.2. Department Chairperson 1.3.CTE Administrator 1.4 DA Specialist	1.1. Include in syllabus 1.2. Align instruction to testing benchmarks 1.3. Progress monitoring of testing eligibility	1.1. Industry certifications earned 1.2. Practice tests 1.3. Practice software
CTE Goal #2: Increase number of students involved in CTSO memberships, internships, contests, & conferences.	2.1 funding 2.2 student time—scheduling time during the day 2.3 communication	2.1 School wide 2.2 early information 2.3 promoting to parents 2.4 school web 2.5 mentioned in every syllabus 2.6 posters & recruiting in classrooms 2.7 school announcements 2.8 special days 2.9 charter appropriate CTSOs	2.1 CTSO Sponsor 2.2 CTE Adminstrator 2.3 DA Specialist	2.1 Fund-raising per member 2.2 Two membership drives 2.3 Percentage of students advance from district to state, to national	2.1 Number of national memberships 2.2 Number of District/State national eligible competitors
CTE Goal #3 (Rigor): Increase level of rigor for student tasks, assignments, projects, & assessments to reflect expected benchmarks & industry certifications with cognitive complexity levels.	3.1 teacher resistance 3.2 defining what rigor "looks like" in the classroom 3.3 teacher efficacy	3.1 Lesson Study: • design & test a model rigorous lesson • 3.2 PLC: look at lessons for rigor (sample work) • common planning of lessons • develop a rubric to judge rigor of classroom evidences • match teacher	3.1 CTE Teacher 3.2 Department Chair 3.3 CTE Administrator 3.4 DA Specialist	3.1 Student engagement ratio 3.2 Implementation of new instructional strategy(ies)	3.1 Student achievement data 3.2 Instructional walk-through data

		rigor to student work product for rigor • match teacher/student rigor with teacher appraisal tool 3.3 Integration with common core 3.4 Content Enhancement 3.4 School PD 3.5 Differentiation: • use data to design Multi-Tiered System of Support • PD on RTI for classrooms 3.6 Model classrooms			
CTE Goal #4 (Literacy): Infuse literacy strategies and use of complex text in CTE classes (to support benchmark & industry certification cognitive complexity)	4.1 teachers need support in implementation of strategies learned in trainings 4.2 lack of accountability 4.3 teacher efficacy	4.1 Integration 4.2 Lesson Study: Design a model CIS lesson for each program (delivered quarterly) 4.3 PLC 4.4 CIS Model/Just Read Florida!: PLC with Kevin Smith or JRF to train on CIS for those teachers needing it 4.5 Content Enhancement: PLC training with Cindy Medici 4.6 School PD 4.7 Model classrooms	4.1 CTE Teacher 4.2 Department Chair 4.3 CTE Administrator 4.4 DA Specialist 4.5 Reading Coach	4.1 CIS Model 4.2 Lesson Study 4.3 PLC 4.4 JRF	4.1 Student achievement data 4.2 Instructional walk-through data 4.3 Industry certifications obtained

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study: Using CIS Literacy Model	CTE: gr 9-12	PLC Leaders	CTE PLC	Semester 1: 1-45 minute Common Planning/Week	Lesson plans, walk-through data, instructional evaluation	CTE assistant principal, DA team, PLC leaders
Book Study: When Teaching Gets Tough by Allen N. Mendler	CTE: gr 9-12	PLC Leaders	CTE PLC, Content area instructional coach	Semester 2: 1-45 minute Common Planning/Week	Student achievement data, walk-through data, instructional evaluation	CTE assistant principal, DA team, PLC leaders

CTE Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	None requested	N/A	0
			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	None requested	N/A	0
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book Study for Improved Professional Practice	*When Teaching Gets Tough: Smart Ways to Reclaim Your Game*, by Allen N. Mendler ISBN Number 978-1-4166-1390-9, 6 copies	School Improvement Funds; Department budget	$111.00
			Subtotal: $111.00
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	None requested	N/A	0
			Subtotal: 0
			Total: $111.00

End of CTE Goal(s)

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

Additional Goal I Wellness (s)

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Wellness			1.1. A: Failure to form a Healthy School Team. A1:Failure to analyze the requirements and strategize a plan for success	1.1. A: form Healthy school team and A1:Complete Healthy Schools Program 6 Step Process online https://schools.healthiergeneration.org/	1.1. A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse)	1.1. A: meet with Healthy school team monthly A1: Completion of 6th Step of the Healthy School Program online (Celebrate Successes)	1.1. A: Healthy School Inventory (Evaluate Your School) online
Additional Goal #1: Improve current level of performance	2012 Current Level :* Not yet meeting Bronze Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitness gram Data by school will be inserted here.	2013 Expected Level :* Attain Bronze Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitness gram School will improve students' scores on one Being Fit Matters/Fitness gram Assessment scores for	B: Failure to assess students and upload Being Fit Matters/Fitness gram data	B: Complete Pre and Post Being Fit Matters/Fitness gram student assessments and upload data	B: physical education teachers	B: Compare Pre and Post Being Fit Matters/Fitness gram student assessments results	B: Being Fit Matters Statistical Report (Portal)

		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

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
Awareness	9-12	Wellness Team	All	PD	Video	APs and Goal Manager

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

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

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

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
1. Additional Goal: Black Academic Achievement			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	1.1. Lesson Plans & Walkthrough
Additional Goal #1: There will be an increase in black student achievement	2012 Current Level :* Reading: 36% (80.00) Math:	2013 Expected Level :* All black students to make learning gains					

	(algebra) 53% (10)	in reading and math				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.	
			1.2.	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 (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

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

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)).

Additional Goal(s)			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Student Engagement for Black Students			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	1.1. Decrease in Number of In-School Suspension Number of Students
Additional Goal #1:	2012 Current Level :*	2013 Expected					

There will be an increase in black student engagement		Level :*				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	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
	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

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 (Insert rows as needed)

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

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

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**				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black graduation rate			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	1.1. Increase in black graduation rate
Additional Goal #1: There will be an increase in	2012 Current Level :*	2013 Expected Level :*					

black student graduation rate						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	
			1.2.	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 (Insert rows as needed)

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

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

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)).

Additional Goal(s)			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black advanced Coursework			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	1.1. Lesson Plans & Walkthrough
Additional Goal #1:	2012 Current Level :*	2013 Expected					

There will be an increase percent of black students enrolled in rigorous advanced coursework ***There will be an increase in performance of black students in rigorousadvanced coursework***		Level :*				background, prior knowledge of content, and skill level *Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolds 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.	Professional Development includes equity and cultural responsiveness
	Honors: 60% (468) DE: 45% (53) AP: 33% (116)	Increase from prior year					
			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 (Insert rows as needed)

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

End of Additional Goal(s)

Final Budget(Insert rows as needed

Please provide the total budget from each section.
Reading Budget
Total:$79,046.67

Mathematics Budget
Total: $66,916.67
Science Budget
Total: $70,916.67
Writing Budget
Total:$73,891.06
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total:$8000.00
Additional Goals
Total:
Grand Total:

End of Additional Goal(s)

Final Budget(Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:$79,046.67
CELLA Budget
Total:
Mathematics Budget
Total:$1141.057
Science Budget
Total:$1141.057

Writing Budget
Total:$26,141.057
Civics Budget
Total:
U.S. History Budget
Total:
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total:$8000.00
STEM Budget
Total:
CTE Budget
Total:$111.00
Additional Goals
Total:
Grand Total: $298,882.070

2012-2013School 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		
☐Priority	☐Focus	X 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 X No

If No, describe the measures being taken to comply with SAC requirements.
Advertisement via school marquee Person to person invites or word of mouth Advertisement through School Messenger Continued appeal at monthly SAC meetings

Describe the activities of the SAC for the upcoming school year.
SAC will continue to support the implementation of the SIP Will solicit community involvement support and look for opportunities to partner with organizations within the community Will volunteer in areas of expertise for example during Great American Teach In SAC members will provide mentor support to identified students SAC members will work to collaborate all parent groups SAC members will seek and implement ways to in

Describe the projected use of SAC funds.	Amount
SAC Funds to support needed instructional classroom materials and supplies	$4,564.23