

# 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: Miami Southridge Senior High School	District Name: Miami Dade County Public Schools
Principal: Bianca Calzadilla	Superintendent: Alberto M. Carvalho
SAC Chair: Paul Lobeck	Date of School Board Approval: Pending

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Bianca Calzadilla	<p>Bachelor of Science in Elementary Education from Florida International University</p> <p>Master of Science in Reading K-12 from Florida International University</p> <p>Specialist degree in Educational leadership from Florida International University</p>	1	6	<table border="1"> <thead> <tr> <th></th> <th>'12</th> <th>'11</th> <th>'10</th> <th>'09</th> <th>'08</th> </tr> </thead> <tbody> <tr> <td>School Grade</td> <td>X</td> <td>A</td> <td>D</td> <td>F</td> <td>D</td> </tr> <tr> <td>AYP</td> <td>N</td> <td>N</td> <td>N</td> <td>N</td> <td>N</td> </tr> <tr> <td>High Standards Rdg.</td> <td>20</td> <td>14</td> <td>16</td> <td>24</td> <td>24</td> </tr> <tr> <td>High Standards Math</td> <td>39</td> <td>55</td> <td>55</td> <td>54</td> <td>53</td> </tr> <tr> <td>Lrng Gains-Rdg.</td> <td>52</td> <td>34</td> <td>38</td> <td>40</td> <td>46</td> </tr> <tr> <td>Lrng Gains-Math</td> <td>66</td> <td>65</td> <td>77</td> <td>66</td> <td>74</td> </tr> <tr> <td>Gains-Rdg-25%</td> <td>67</td> <td>46</td> <td>45</td> <td>47</td> <td>51</td> </tr> <tr> <td>Gains-Math-25%</td> <td>74</td> <td>71</td> <td>82</td> <td>65</td> <td>76</td> </tr> </tbody> </table>		'12	'11	'10	'09	'08	School Grade	X	A	D	F	D	AYP	N	N	N	N	N	High Standards Rdg.	20	14	16	24	24	High Standards Math	39	55	55	54	53	Lrng Gains-Rdg.	52	34	38	40	46	Lrng Gains-Math	66	65	77	66	74	Gains-Rdg-25%	67	46	45	47	51	Gains-Math-25%	74	71	82	65	76
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Vice Principal	Shannon Gottardi	<p>Master of Science in Educational Leadership</p> <p>Bachelor of Science in Psychology</p> <p>Middle Grades General Science, Educational Leadership</p>	9	9	<table border="1"> <thead> <tr> <th></th> <th>'12</th> <th>'11</th> <th>'10</th> <th>'09</th> <th>'08</th> </tr> </thead> <tbody> <tr> <td>School Grade</td> <td>X</td> <td>A</td> <td>D</td> <td>F</td> <td>D</td> </tr> <tr> <td>AYP</td> <td>N</td> <td>N</td> <td>N</td> <td>N</td> <td>N</td> </tr> <tr> <td>High Standards Rdg.</td> <td>33</td> <td>29</td> <td>25</td> <td>24</td> <td>24</td> </tr> <tr> <td>High Standards Math</td> <td>39</td> <td>60</td> <td>55</td> <td>54</td> <td>53</td> </tr> <tr> <td>Lrng Gains-Rdg.</td> <td>59</td> <td>45</td> <td>44</td> <td>40</td> <td>46</td> </tr> <tr> <td>Lrng Gains-Math</td> <td>58</td> <td>68</td> <td>75</td> <td>66</td> <td>74</td> </tr> <tr> <td>Gains-Rdg-25%</td> <td>63</td> <td>49</td> <td>40</td> <td>47</td> <td>51</td> </tr> <tr> <td>Gains-Math-25%</td> <td>68</td> <td>57</td> <td>72</td> <td>65</td> <td>76</td> </tr> </tbody> </table>		'12	'11	'10	'09	'08	School Grade	X	A	D	F	D	AYP	N	N	N	N	N	High Standards Rdg.	33	29	25	24	24	High Standards Math	39	60	55	54	53	Lrng Gains-Rdg.	59	45	44	40	46	Lrng Gains-Math	58	68	75	66	74	Gains-Rdg-25%	63	49	40	47	51	Gains-Math-25%	68	57	72	65	76
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Assistant Principal	Paul Cooper	<p>Master of Science in Reading Education</p> <p>Bachelor of Science in Physical Education</p> <p>Certification in Educational Leadership K-12; Health Education, Reading, and Physical Education</p>	35	28	<table border="1"> <thead> <tr> <th></th> <th>'12</th> <th>'11</th> <th>'10</th> <th>'09</th> <th>'08</th> </tr> </thead> <tbody> <tr> <td>School Grade</td> <td>X</td> <td>A</td> <td>D</td> <td>F</td> <td>D</td> </tr> <tr> <td>AYP</td> <td>N</td> <td>N</td> <td>N</td> <td>N</td> <td>N</td> </tr> <tr> <td>High Standards Rdg.</td> <td>33</td> <td>29</td> <td>25</td> <td>24</td> <td>24</td> </tr> <tr> <td>High Standards Math</td> <td>39</td> <td>60</td> <td>55</td> <td>54</td> <td>53</td> </tr> <tr> <td>Lrng Gains-Rdg.</td> <td>59</td> <td>45</td> <td>44</td> <td>40</td> <td>46</td> </tr> <tr> <td>Lrng Gains-Math</td> <td>58</td> <td>68</td> <td>75</td> <td>66</td> <td>74</td> </tr> <tr> <td>Gains-Rdg-25%</td> <td>63</td> <td>49</td> <td>40</td> <td>47</td> <td>51</td> </tr> <tr> <td>Gains-Math-25%</td> <td>68</td> <td>57</td> <td>72</td> <td>65</td> <td>76</td> </tr> </tbody> </table>		'12	'11	'10	'09	'08	School Grade	X	A	D	F	D	AYP	N	N	N	N	N	High Standards Rdg.	33	29	25	24	24	High Standards Math	39	60	55	54	53	Lrng Gains-Rdg.	59	45	44	40	46	Lrng Gains-Math	58	68	75	66	74	Gains-Rdg-25%	63	49	40	47	51	Gains-Math-25%	68	57	72	65	76
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Assistant Principal	Phaion Hicks	Master of Science in Special Education  Bachelor of Science in Special Education	1	1	'12	'11	'10	'09	'08	
					School Grade	X	A	D	F	D
					AYP	N	N	N	N	N
					High Standards Rdg.	33	29	25	24	24
					High Standards Math	39	60	55	54	53
					Lrng Gains-Rdg.	59	45	44	40	46
					Lrng Gains-Math	58	68	75	66	74
					Gains-Rdg-25%	63	49	40	47	51
Gains-Math-25%	68	57	72	65	76					
Assistant Principal	Alejandro Morales	Masters of Science in Educational Leadership  Bachelor of Science – Biology	15	3	'12	'11	'10	'09	'08	
					School Grade	X	A	D	F	D
					AYP	N	N	N	N	N
					High Standards Rdg.	33	29	25	24	24
					High Standards Math	39	60	55	54	53
					Lrng Gains-Rdg.	59	45	44	40	46
					Lrng Gains-Math	58	68	75	66	74
					Gains-Rdg-25%	63	49	40	47	51
Gains-Math-25%	68	57	72	65	76					
Assistant Principal	Amy Abate Wurst	Master of Science Varying Exceptionalities with Certification in Educational Leadership  Bachelor of Science in Learning Disabilities  Reading Endorsement K-12	1	3	'12	'11	'10	'09	'08	
					School Grade	X	B	C	D	C
					AYP	N	N	N	N	N
					High Standards Rdg.	40	37	35	35	24
					High Standards Math	54	72	70	68	53
					Lrng Gains-Rdg.	59	47	45	46	46
					Lrng Gains-Math	59	76	76	73	74
					Gains-Rdg-25%	62	46	41	49	51
Gains-Math-25%	77	77	74	76	76					

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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	Toi Scott	Master of Science in Elementary Education  Bachelor of Science in Elementary Education  Certified in Elementary Education, Reading and ESOL Endorsed	3	5	'12 '11 '10 '09 '08
					School Grade X A A F D
					AYP N N N N N
					High Standards Rdg. 33 29 25 24 24
					High Standards Math 39 60 55 54 53
					Lrng Gains-Rdg. 59 45 44 40 46
					Lrng Gains-Math 58 68 75 66 74
					Gains-Rdg-25% 63 49 40 47 51
Gains-Math-25% 68 57 72 65 76					
Reading	Nilsa Sotomayor	Bachelor of Arts in Comparative Literature  Reading Endorsement K-12	1	1	'12 '11 '10 '09 '08
					School Grade X A A F D
					AYP N N N N N
					High Standards Rdg. 33 29 25 24 24
					High Standards Math 39 60 55 54 53
					Lrng Gains-Rdg. 59 45 44 40 46
					Lrng Gains-Math 58 68 75 66 74
					Gains-Rdg-25% 63 49 40 47 51
Gains-Math-25% 68 57 72 65 76					

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Science	Cathina Boynton	Master of Science in Science Education	13	4	'12	'11	'10	'09	'08
		School Grade			X	A	A	F	D
		AYP			N	N	N	N	N
		High Standards Rdg.			33	29	25	24	24
		High Standards Math			39	60	55	54	53
		Lrng Gains-Rdg.			59	45	44	40	46
		Lrng Gains-Math			58	68	75	66	74
		Gains-Rdg-25%			63	49	40	47	51
Gains-Math-25%	68	57	72	65	76				
Math	Sheryl Tucker	Master of Science in Mathematics Education	3	1	'12	'11	'10	'09	'08
		School Grade			X	A	D	X	X
		AYP			N	N	N	X	X
		High Standards Rdg.			33	29	25	X	X
		High Standards Math			39	60	55	X	X
		Lrng Gains-Rdg.			59	45	44	X	X
		Lrng Gains-Math			58	68	75	X	X
		Gains-Rdg-25%			63	49	40	X	X
Gains-Math-25%	68	57	72	X	X				
Math	Erin McCray	Bachelor of Science in Industrial Technology	11	2	'12	'11	'10	'09	'08
		School Grade			X	A	D	X	X
		AYP			N	N	N	X	X
		High Standards Rdg.			33	29	25	X	X
		High Standards Math			39	60	55	X	X
		Lrng Gains-Rdg.			59	45	44	X	X
		Lrng Gains-Math			58	68	75	X	X
		Gains-Rdg-25%			63	49	40	X	X
Gains-Math-25%	68	57	72	X	X				
CTE	Tonya McHugh	Bachelor of Science in Printing Management	1	1	'12	'11	'10	'09	'08
		School Grade			X	X	X	X	X
		AYP			N	X	X	X	X
		High Standards Rdg.			33	X	X	X	X
		High Standards Math			39	X	X	X	X
		Lrng Gains-Rdg.			59	X	X	X	X
		Lrng Gains-Math			58	X	X	X	X
		Gains-Rdg-25%			63	X	X	X	X
Gains-Math-25%	68	X	X	X	X				
		Biology, Gifted, Middle Grade General Science			'12	'11	'10	'09	'08
		School Grade			X	A	A	F	D
		AYP			N	N	N	N	N
		High Standards Rdg.			33	29	25	24	24
		High Standards Math			39	60	55	54	53
		Lrng Gains-Rdg.			59	45	44	40	46
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**Effective and Highly Effective Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Post vacant position in E-Recruiting website	Vice-Principal	8/2012
2. Ongoing Communication with District Recruitment Office	Principal, Vice Principal	8/2012
3. Common Planning Activities	Academic Coach's, Department Chairs	6/8/2013
4. Assignment of New Teachers to Mentor Teachers	Assistant Principal	8/2012
5. District New Teacher Orientation Professional Development	Vice Principal	8/18/2012

***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
(7%[10])	Having teachers participate in Professional Developments which help them acquire information and / or strategies on becoming highly qualified.

***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	% of first	% of teachers	% of teachers	% of teachers	% of teachers	% of teachers with an	% of Reading	% of National Board	% of ESOL
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**August 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**



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Instructional Staff	year teachers	with 1-5 years of experience	with 6-14 years of experience	with 15+ years of experience	with Advanced Degrees	Effective rating or higher	Endorsed Teachers	Certified Teachers	Endorsed Teachers
143	21 (14.69%)	36 (25.17%)	50 (34.97%)	36 (25.17%)	64 (44.76%)	67 (85.90%)	16 (11.19%)	6 (4.20%)	23 (16.08%)

### *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
Nilsa Sotomayor	Betty Barreto	The mentor and mentee are within the same department. The mentor and mentee can collaborate in a variety of areas which include: Lesson planning, curriculum strategies, and the implementation of frameworks.	The mentor and mentee are meeting weekly to discuss strategies. The mentor and mentee can participate in professional development for their appropriate subject area.
Sheryl Tucker	Crissy Foderick Liliana Ramos	The mentor and mentee are within the same department. The mentor and mentee can collaborate in a variety of areas which include: Lesson planning, curriculum strategies, and the implementation of frameworks.	The mentor and mentee are meeting weekly to discuss strategies. The mentor and mentee can participate in professional development for their appropriate subject area.
Erin McCray	Bandon Skoko Douglas Miller Joe Sadin	The mentor and mentee are within the same department. The mentor and mentee can collaborate in a variety of areas which include: Lesson planning, curriculum strategies, and the implementation of frameworks.	The mentor and mentee are meeting weekly to discuss strategies. The mentor and mentee can participate in professional development for their appropriate subject area.
April Richmond	Summer Hamadeh	The mentor and mentee are within the same department. The mentor and mentee can collaborate in a variety of areas which include: Lesson planning, curriculum strategies, and the implementation of frameworks.	The mentor and mentee are meeting weekly to discuss strategies. The mentor and mentee can participate in professional development for their appropriate subject area.

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Ana Flores	Anthony Pullano Laura Ward	The mentor and mentee are within the same department. The mentor and mentee can collaborate in a variety of areas which include: Lesson planning, curriculum strategies, and the implementation of frameworks.	The mentor and mentee are meeting weekly to discuss strategies. The mentor and mentee can participate in professional development for their appropriate subject area.
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## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

### Additional Requirements

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

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

##### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

##### Title I, Part C- Migrant

##### Title I, Part D

Miami Southridge Senior High School receives district funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

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<p>Title II</p> <p>The district used supplemental funds for improving basic education as follows:</p> <ul style="list-style-type: none"><li>• Training to certify qualified mentors for the new teacher(MINT) program</li><li>• Training for add on endorsement programs, such as Reading, Gifted, ESOL</li></ul> <p>Training and substitute release time for Professional Development Liaison (PDL) at each school focusing on Professional Learning Communities (PLC) development and facilitation, as well as lesson study group implementation and protocols</p>
<p>Title III</p> <p>Miami Southridge Senior High School used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:</p> <ul style="list-style-type: none"><li>• tutorial programs (K-12)</li><li>• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)</li><li>• professional development on best practices for ESOL and content area teachers</li><li>• coaching and mentoring for ESOL and content area teachers(K-12)</li><li>• reading and supplementary instructional materials(K-12)</li><li>• cultural supplementary instructional materials (K-12)</li><li>• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)</li><li>• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students</li></ul> <p>The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).</p>
<p>Title X- Homeless</p>
<p>Supplemental Academic Instruction (SAI)</p>
<p>Violence Prevention Programs</p> <ul style="list-style-type: none"><li>• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.</li><li>• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.</li></ul> <p>TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.</p>
<p>Nutrition Programs</p> <ol style="list-style-type: none"><li>1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.</li><li>2) Nutrition education, as per state statute, is taught through physical education.</li><li>3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's</li></ol>

**August 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**

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Housing Programs
Head Start
Adult Education High School completion courses are available to all eligible North Miami Beach Senior High School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.
Career and Technical Education By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.
Job Training
Other

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

#### School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Miami Southridge Senior High Response to Intervention Leadership Team consists of the following individuals:

- Bianca Calzidlla-Principal
- Shannon Gottardi--Vice-Principal
- Amy Wurst--Assistant Principal
- Alejandro Morales-Assistant Principal
- Paul Cooper-Assistant Principal
- Phaion Hicks- Assistant Principal
- Nilsa Sotomayor-Reading Coach
- Toi Scott-Reading Coach
- Sheryl Tucker -Math Coach
- Erin McCray- Math Coach
- Catina Boynton-Science Coach
- Tonya McHugh- CTE Coach
- Gladys Gonzalez-SPED Department Chair
- Dr. Clay-Guidance Counselor Chair
- Jonathon Britton-PBS Coach
- Justina Torres- Graduation Coach

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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?

Use the Tier 1-3 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities).

The MTSS Literacy Team in conjunction with the RtI team will focus on:

- Data Analysis for teachers and staff
- Data Chats by department heads with teachers
- Regular department meetings to discuss instructional strategies
- Communicate with staff for input and feedback and updating on procedures and progress
- Regular classroom visits
- Provide professional development

Analyze interim assessments to determine students learning

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

1. The MTSS Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The MTSS Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The MTSS Leadership Team will provide levels of support and interventions to students based on data.
4. The MTSS leadership team will consider data at the end of year as well as data points throughout the year for Tier 1-3 problem solving

MTSS Implementation

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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.

*Tier 1:*

**Courses: Core Curriculum**

*FCAT (Reading, Math, Science, Writing)*

*Interim Assessments (Reading, Math, Science, Writing)*

*In-house benchmark Assessments (Reading, Math, Science, Writing)*

*Learning Express Writing Folio (Writing)*

*School-wide Progressive Discipline Plan (Behavior)*

*School expectations & rules (Behavior)*

*Grade level Guidance Counseling seminars (Behavior)*

*Tier 2:*

**Courses: Intensive Reading, Intensive Math, Creative Writing**

*Differentiated Instruction(Reading, Math, Science, Writing)*

*FAIR (Reading)*

*Exam View Benchmark Quizzes (Math & Science)*

*Program Generated data (Reading, Math, Science, Writing)*

*tutoring data/teacher observation (Reading, Math, Science, Writing)*

*Small Group classroom intervention (Reading, Math, Science, Writing)*

*Computer Assisted Instruction (Reading, Math, Science)*

*Peer Mediation/TRUST Workshops (Behavior)*

*Tier 3:*

*Individualized Instruction*

*FAIR Toolkit (Reading)*

*Small group pull-out tutoring sessions (Reading, Math, Writing, Science)*

*One-on-one tutoring (Reading, Math, Writing, Science)*

*Computer Assisted Instruction (Reading, Math, Science)*

*Counseling-Guidance, TRUST, EBD (Behavior)*

*BMT (Behavior)*

*SST (Behavior)*

Describe the plan to train staff on MTSS.

The trained school representatives will share information, principles, and procedures with the MTSS Leadership Team at the start of the school year. The team will then come to a consensus how best to train the faculty.

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Describe the plan to support MTSS.

Provide create a network using the MTSS Leadership team to implement the process. The MTSS Leadership team meets monthly to review and discuss tier 1-3 problem solving process and will ensure it is implemented with fidelity.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

Southridge Senior High Literacy Leadership Team (LLT) consists of the following individuals:

- Bianca Calzidilla-Principal
- Shannon Gottardi- Vice Principal
- Paul Copper- Assistant Principal
- Alejandro Morales- Assistant Principal
- Amy Wurst-Assistant Principal
- Phaion Hicks- Assisnat Principal
- Nilsa Sotomayor-Reading Coach
- Toi Scott—Reading Coach
- Eyleen Delaguardia-Test Chair/Data Analyst
- Sheryl Tucker-Math Coach
- Erin McCray- Math Coach
- Tonya McHugh- CTE Coach
- Catina Boynton- Science Coach
- Tania Dias-Social Science Department Chair
- Jonathon Britton—PBS Coach
- Justina Torres- Graduation coach

Dr. Clay- Student Services Chair

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

- The Miami Southridge Senior High LLT oversees the implementation of the Comprehensive Research-based Reading Program. The team works together to monitor the school's fidelity of the CRRP by meeting weekly. The team will debrief on the week's activities and administrative walkthroughs. The LLT team will review the most recent reading, writing, math, and science data collection to make informed decisions on school-wide instructional strategies, instructional focus calendars, data chat protocols—for both students and teachers, and motivational incentives for both students and teachers. Professional Development and Lesson Studies will be planned through this team. In addition the team will begin implementing instructional routines that use complex text and incorporate text dependent questions to prepare for common core implementation.
- Also, the Literacy Leadership Team will focus on continuing the School wide literacy block. The essential question, "How do we ensure all students are positively impacted by literacy?", will be reflected on as the team. The LLT will develop literacy block strategies in accordance to the school wide instructional focus calendar. The LLT will also assist with the selection of articles utilized during the literacy block.

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

In addition to overseeing the CRRP, the LLT will continue the efforts of supporting the School Wide Literacy Block. The LLT will conduct group walkthroughs to assist the teachers with promoting literacy throughout the campus during the 30 min. Also, the LLT will select the school-wide reading strategy, word of the week, as well as the passage to be instructed during the School-Wide Literacy Block. This is a 30 minute, school-wide lesson required in our classrooms.

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

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

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

### ***\*Elementary Title I Schools Only: Pre-School Transition***

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

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

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

- During Common Planning and Department meetings, teachers will analyze and utilize student data to modify their instruction and meet educational needs of their students.
- School wide data chats among students, teachers, school support personnel and administrators.

All instructors will be required to implement the School-Wide Literacy Block during the first block of the day. This is a daily, 30 minute literacy block used to infuse school-wide reading strategies, selected reading benchmark(s), and vocabulary terms by having all students read the same passage. The passages will be carefully selected by the Literacy Leadership Team (LLT), in order to ensure high interest reading level among all subject areas. The reading coaches will be responsible for delivering the Literacy Block framework to the teachers on a weekly basis. The administrative team will conduct walkthroughs during Literacy Block to ensure teachers are using the time effectively. If a teacher is found not in compliance or struggling with the reading passages, it will be the responsibility of a reading coach to model a lesson and coach that teacher.

As data from the Interim Assessment and school-based mini assessments are reported, revisions to the instructional focus of the lessons will be made. For this reason, the LLT will play an instrumental role in debriefing and making sound instructional decisions on the Literacy Block framework and curriculum.

Department chairs and selected teachers who are part of the LLT will address any concerns during LLT meetings.

### ***\*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?

Miami Southridge Senior High offers applied and integrated courses in various departments. It is the objective of these courses to create relevancy for the student in that subject matter. For example, the school offers work experience and internship programs for those students who are interested in receiving hands on experience in the work force. Students in the work experience courses may earn a salary and students in the internship program may earn a grade based on his/her performance in the work force.

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Miami Southridge Senior High is also in partnerships with Metro-Dade Fire and Police departments. Students from our Fire Academy take the elective course with an actual Fire Fighter from Miami-Dade Fire Department. The first aid courses are taught by a registered nurse. Students who are enrolled in the Criminal Justice Academy discuss current events with a Metro-Dade Police Office on a monthly basis. In addition the school has added more electives in the field of Health Science/Public Service that lead to industry certification.

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

The students at Miami Southridge Senior High select an academy when entering their 9<sup>th</sup> grade year. Currently, the school offer seven academy choices:

- Academy of Law and Public Services
- Academy of Culinary Arts & Hospitality
- Academy of Business & Information Technology
- Academy of Visual & Performing Arts
- Academy of Education
- Academy of Health Science
- Advanced Placement Laureate Academy

Of the seven academies, four of them (Law and Public Service, Business & Information Technology, Education & Health Science) lead to industry certification. The Advanced Placement Laureate Academy (APL) offers students an opportunity to gain college credit in over 10 subjects. Moreover, Miami Southridge Senior High in collaboration with Florida International University (FIU) has added seven Dual Enrollment courses to the curriculum. This will also provide eligible students to earn college credit at Miami Southridge Senior High School.

The academies are promoted in a variety of ways. First, academy leaders design and present information to all stakeholders using several venues. Future students, parents, and community members attend the *Freshmen Recruitment Fair* on Campus. These stakeholders have an opportunity to meet and greet our administrators, academy leaders, and academy students. An extensive curriculum presentation is displayed throughout the school lobby and gym. Parents and prospective students have the flexibility to attend one of the academy presentations and/or simply walk through the lobby to examine the displays and student created exhibitions for a particular academy.

Students currently enrolled at Miami Southridge Senior High attend an annual Electives' Fair hosted by our Activities Office and Student Services Department the week before they complete their subject selection for the following year. This provides students, who are undecided about what elective offerings to choose from, an opportunity to see student work displayed as well as speak to teachers and other students about interested courses.

Our freshmen complete ePEP online, an online portfolio that allows students to see their credit history and make informed decisions about what course to take in high school. The student services department also conducts articulation seminars for each grade level. These seminars highlight requirements for high school graduation, academy choices, career/college planning decisions, and subject selection.

In addition to this, Miami Southridge Senior High is in partnership with Florida International University (FIU) in a program titled PAC (Partnership in Academic Communities). This program offers students from our feeder pattern middle schools as well as students from Miami Southridge Senior High the opportunity to take math and science courses using curriculum designed by FIU professors. It is the program's goal to build mathematics/science capacity among these students in order to ensure success in post-secondary education.

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***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](#).

According to the High School Feedback Report, 32.8% attended a community college; 8.2% attended a state university in Florida; and 1.4% attended a technical education center in Florida. The College Assistance Program (CAP) advisor plans and implements goals to ensure post-secondary attendance will increase. One goal will be to increase the number of students who took the SAT (58%), ACT(41.6%), and/or CPT(32.4) by at least 5%. As a priority, classroom visitations and individual meetings with juniors and seniors are scheduled to assist with applying for these examinations. Once the scores are posted, the priority will be to increase the number the students attending a post-secondary institution by assisting them with the application process and/or financial aid process. In addition, the CAP advisor will hold parent/student meetings to assist in the FAFSA application process. An annual College Fair will be hosted in our school.

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

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

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<p><b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b></p>	<p>1A.1. Students need sufficient opportunities to read and think through complex text.</p>	<p>1A.1. Increase rigor of coursework for students through use of Webb’s depth of knowledge Questions, Cornell Note Taking, T.H.I.E.V.E.S., and other research-based comprehension strategies</p>	<p>1A.1. Reading Coaches</p>	<p>1A.1. Coaching Cycle to ensure that strategies have been learned and used throughout the lesson.  Administrators will conduct walkthroughs to insure classroom teacher’s daily lessons are aligned to the strategies being targeted</p>	<p>1A.1. Coaches Logs Walkthrough logs  Summative: 2013 FCAT 2.0 Reading Assessment</p>		
<p><u>Reading Goal #1A:</u>  The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 20% of the students achieved level 3 proficiency.  Our goal for the 2012-2013 school year is to increase level 3 students proficiency by percentage points to 28%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>20% (210)</p>	<p>28%(294)</p>					

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		1A.2. Limited evidence of consistent data usage to drive instruction	1A.2. Consistently plan for and effectively utilize a data chat protocol for teachers to inform students of their current data.  Create differentiated instruction assignments that align to individual student deficiencies.  Through classroom walkthroughs, observe differentiated instruction and provide feedback to teachers on consistent use of data to drive instruction.	1A.2. Reading Coaches Administration	1A.2. Common planning protocols will be completed to insure differentiated lessons have been planned/  Coaching Cycle to ensure that strategies have been learned and used throughout the lesson.  Administrators will conduct walkthroughs to ensure classroom teacher's daily lessons are aligned to the strategies being targeted	1A.2. Coaches Logs Walkthrough logs Common planning protocol  Summative: 2013 FCAT 2.0 Reading Assessment	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>	1B.1. The area that showed minimal growth as noted in the FAA of students scoring level 4-6 is lower thinking skills (summarizing paragraph)	1B.1. Emphasize instruction that helps students achieve mastering their access points at supportive level. Provide instruction in Reading comprehension and vocabulary.	1B.1. ESE Chairperson Administrator	1B.1. Administrators will conduct walkthroughs to ensure classroom teacher's daily lessons are aligned to the access point being targeted	1B.1. Formative: Unique Skills Curriculum  Summative: 2013 FAA Assessment		

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Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>The results of the 2012 Florida Alternative Assessment indicate that 52% of students scored level 4,5, or 6 in reading.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students scoring a 4, 5, or 6 from 52 % to 57%.</p>							
	52%(13)	57%(14)					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b></p>	<p>2A.1. Students need to develop higher order thinking skills in order to increase levels of proficiency and rigor</p>	<p>2A.1. Ensure Utilize WEBB's DOK and Task cards to scaffold instruction and increase higher order thinking</p>	<p>2A.1. Reading Coach Administrators</p>	<p>2A.1. Consistently monitor common planning sessions as well as lesson delivery through classroom walkthroughs looking for higher order thinking questioning and response.</p>	<p>2A.1. Lesson plans, Administrative logs of Walkthroughs, Coaching Logs, Data For FAIR/ Interim Assessments.  Summative: 2013 FCAT 2.0 Reading Assessment</p>	<p>questioning; promote strategies in</p>	<p>accessing visuals as reminders</p>
<p><u>Reading Goal #2A:</u></p> <p>The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 11% of the students achieved levels 4 and 5 proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 4 _ percentage points to 15%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>11%(120)</p>	<p>15%(158)</p>					



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		2A.2. Students often do not have meaningful independent reading	2A.2. In addition to the AR program, independent reading will be implemented and administered through Language Arts classes, emphasizing the reading / writing connection and exposure to grade level text.	2A.2. . Reading Coach Administrators	2A.2. Consistently monitor independent reading techniques via walkthroughs	2A.2. Lesson plans, Administrative logs of Walkthroughs, Reading Logs  Summative: 2013 FCAT 2.0 Reading Assessment	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	2B.1. The area that showed minimal growth as noted in the FAA of students scoring level 7-9 is comprehension skills.	2B.1. Emphasize instruction that helps students achieve mastering their access points at an independent level.  Provide students with instruction in the 5W's( who, what, where , when, why)	2B.1. ESE Chairperson Administrator	2B.1. Administrators will conduct walkthroughs to ensure classroom teacher's daily lessons are aligned to the access point being targeted	2B.1. Formative: Unique Skills Curriculum  Summative: 2013 FAA Assessment		

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<p><b>Reading Goal #2B:</b></p> <p>The results of the 2012 Florida Alternative Assessment indicate that 16% of students scored level 7 in reading.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students scoring a 7 from 16% to 19%.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>16%(4)</p>	<p>19%(5)</p>					
		<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	
		<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p><b>3A. FCAT 2.0:</b>  <b>Percentage of students making learning gains in reading.</b></p>	<p>3.A.1. Students lack the ability to apply active reading strategies during reading of grade level text.</p>	<p>3.A.1. Engage students in rich oral-language experiences through modeling read-aloud and think-aloud strategies. Also, Increase the use of Timed Repeated Readings. Implement Accelerated Reader, set goals and incorporate writing to increase independent reading</p>	<p>3.A.1. Reading coaches Administration</p>	<p>3.A.1. Administrators will conduct walkthroughs to ensure classroom teacher's daily lessons are aligned to the strategies targeted in common planning  Coaches logs</p>	<p>3.A.1. Lesson Plans Coaches Logs Walkthrough logs  Summative: 2013 FCAT 2.0 Reading Assessment</p>		
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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 62% of the students made learning gains. Our goal for the 2012-2013 school year is to increase student's achieving learning gains by 5 percentage points to 67%.</p>							
	62%(550)	67%(595)					

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		<p>3A.2. Common planning across literacy classes is not consistently leveraged to improve teaching and learning</p>	<p>3A.2. Implement best practices during common planning to remediate student needs utilizing current data and increase grade level rigor in readings and assignments to demonstrate effective student outcomes.</p> <p>Conduct mini lesson studies and/or professional learning communities during common planning to foster collaborative learning and final product that is clearly aligned to the daily objective.</p> <p>Monitor the effective implementation of common planning through administrative presence and consistent walkthroughs to observe and provide feedback on the implementation of lessons developed during common planning.</p>	<p>3A.2. Reading Coach Administrators</p>	<p>3A.2. Consistently monitor common planning logs, lesson plans, coach's logs and conduct classroom walkthroughs for reading teachers to insure lessons planning is occurring.</p> <p>Administrators will conduct walkthroughs to ensure classroom teacher's daily lessons are aligned to the strategies targeted in common planning</p>	<p>3A.2. Lesson plans, Administrative logs of Walkthroughs, Coaching Logs, Data For FAIR/ Interim Assessments.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<p><b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b></p>	<p>3B.1. The area of deficiency as noted in the 2012 FAA assessment is cognitive and language understanding</p>	<p>3b.1. Emphasize instruction that helps students build stronger comprehension and oral skills.</p>	<p>3b.1. ESE Chairperson Administrator</p>	<p>3b.1. Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the access point being targeted.</p>	<p>3b.1. Formative: Unique Skills Curriculum</p> <p>Summative: 2013 FAA Assessment</p>		

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Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>The results of the 2012 Florida Alternative Assessment indicate that 38% of students making learning gains in reading.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains from 38% to 48%.</p>							
	38%(9)	48%(12)					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>4. FCAT 2.0:</b>  <b>Percentage of students in lowest 25% making learning gains in reading.</b></p>	<p>4A.1. Students struggle with comprehending text because of vocabulary deficiencies</p>	<p>4A.1. Provide professional development on exposure to Tier I and Tier II words.                   During common planning, create lessons and activities that explicitly state strategies (i.e. Word Wall reference, teachable moment clarification, modified Frayer Models) for students to gain a deeper understanding of content embedded vocabulary.                   Through classroom walkthroughs and common planning, implementation will be monitored and teachers will be provided with feedback on the lesson</p>	<p>4A.1. Teachers, Reading Coach Administrators.</p>	<p>4A.1. Consistently monitor common planning logs, lesson plans, coach's logs and conduct classroom walkthroughs for reading teachers to lesson plan for explicit vocabulary instructional strategies.                   Administrators will conduct walkthroughs to ensure classroom teacher's daily lessons are aligned to the strategies targeted in common planning</p>	<p>4A.1. Lesson plans, Common planning protocols, Walkthrough logs, and Coaching Logs                   Summative: 2013 FCAT 2.0 Reading Assessment</p>		
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		plans and implementation of appropriate effective vocabulary strategies.					
<b>Reading Goal #4:</b>	<u>2012 Current Level of Performance</u> *	<u>2013 Expected Level of Performance</u> *					
<p>The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 65% of the students in the lowest 25% made learning gains. This category increased percentage from 2011-2012 FCAT Reading Test.</p> <p>Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage point to 70 %.</p>							
	65%(150)	70%(162)					

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		4A.2. Limited availability of interactive whiteboards and computers for student use.	4A.2. Enhance the use of technology in literacy classrooms by adding student computer stations and interactive whiteboards as needed.  During common planning, create lessons that incorporate advanced technology  Conduct classroom walkthroughs with a focus on evaluations technology usage.	4A.2. Teachers, Reading Coach Administrators	4A.2. Administrator will provide computer stations as available as well as work with the ITS support at school site to continuously update computers so they work properly. In addition, a computer lab schedule will be provided so that teachers may rotate if necessary.  Consistently monitor common planning logs, lesson plans, coach's logs and conduct classroom walkthroughs for reading teachers to ensure lesson plans include strategies are targeted.	4A.2. Computer Lab Schedule Administrative Walkthroughs Common Planning Protocol  Summative: 2013 FCAT 2.0 Reading Assessment	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>	In 2011-2012, the performance target for all students Year 1 was 40.	In 2012-2013, the performance target for all students Year 2 should be at 45.	In 2013-2014, the performance target for all students Year 3 should be at 51.	In 2014-2015 the performance target for all students Year 4 should be at 56.	In 2015-2016, the performance target for all students Year 5 should be at 62.	In 2016-2017, the performance target for all students Year 6 should be at 67.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p>	<p>5B.1. White: Students are not engaged in an adequate amount of student accountability talk</p>	<p>5B.1. Utilize common planning to ensure lessons are developed that incorporate student accountability talk.  Strategies to be incorporated in lessons in Think- Pair- Share; Socratic Circles; Literature Circles, etc..</p>	<p>5B.1. Teachers and Reading Coaches</p>	<p>5B.1. Consistently monitor common planning logs, lesson plans, coach's logs and conduct classroom walkthroughs for reading teachers to ensure lesson plans include strategies are targeted.  Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the strategies targeted in common planning</p>	<p>5B.1. Lesson plans, Administrative logs of Walkthroughs, Coaching Logs, Data For FAIR/ Interim Assessments.  Summative: 2013 FCAT 2.0 Reading Assessment</p>		

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<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The results of the 2011-2012 FCAT 2.0 Reading Test indicate that the White; Black and Hispanic subgroups are not making satisfactory progress.</p> <p>54% of students in the White Subgroup achieved proficiency. Miami Southridge Senior High's goal is to increase student proficiency by 5 percentage points to 59%</p> <p>Additionally, of students in the Black Subgroup 24% achieved Proficiency. Our goal is to increase student proficiency by 14percentage points to 38%</p> <p>Additionally, of students in the Hispanic Subgroup 36% achieved Proficiency. Our goal is to increase student proficiency by 12 percentage points to 48%.</p>							

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	<p><i>Enter numerical data for current level of performance in this box.</i>                  White:54% (36)                  Black:24% (96)                   Hispanic:36% (201)                  Asian:                  American Indian: NA</p>	<p><i>Enter numerical data for expected level of performance in this box.</i>                  White:59% (39)                  Black: 38% (152)                  Hispanic:48% (268)                  Asian:                  American Indian: NA</p>				
		<p>5B.2.                  Black:                  Teachers show inconsistency in the use of explicit corrective feedback on students' assignments.</p>	<p>5B.2.                  Provide ongoing professional development on the effective use of corrective feedback.                   Utilize common planning to conduct monthly work folders audits and analyze corrective and explicit feedback.                   Conduct classroom walkthroughs with a focus on analyzing student work folders and explicit corrective feedback on student work.</p>	<p>5B.2.                  Teachers and Reading coaches</p>	<p>5B.2.                  Consistently monitor common planning logs, lesson plans, coach's logs and conduct classroom walkthroughs for reading teachers to insure lesson plans include strategies are targeted.                   Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the strategies targeted in common planning</p>	<p>5B.2.                  Lesson plans, Administrative logs of Walkthroughs, Coaching Logs, Data For FAIR/ Interim Assessments.                   Summative: 2013 FCAT 2.0 Reading Assessment</p>
		<p>5B.3                  Hispanic:                   Teachers show inconsistent usage of purpose driven lesson template to include effective CBC use and aligned instructional strategies.</p>	<p>5B.3                  During common planning, model and explain how to explain to students the purposeful objective driven lessons following the gradual release model</p>	<p>5B.3                  Reading coaches and Administrators</p>	<p>5B.3                  Consistently monitor common planning logs, lesson plans, coach's logs and conduct classroom walkthroughs for reading teachers to insure lesson plans include strategies are targeted.                   Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the strategies targeted in common planning</p>	<p>5B.3                  Lesson plans, Administrative logs of Walkthroughs, Coaching Logs, Data For FAIR/ Interim Assessments.                   Summative: 2013 FCAT 2.0 Reading Assessment</p>

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	<p>5C.1. Students required scaffolding of grade level content, ESOL Strategies and Accommodations to ensure comprehensible input for all ELL's</p>	<p>5C.1. Utilize common planning, to create scaffold activities to include increased frontloading, Tier 1 and Tier 2 vocabulary development, and multiple opportunities for student talk.</p> <p>Ensure that appropriate scaffolds, ESOL Strategies and Accommodations are evident in daily lesson plans.</p>	<p>5C.1. ESOL Coach, Administration</p>	<p>5C.1 Monitoring of common planning, lesson plans and classroom observations of ELL's to ensure appropriate scaffolding, ESOL strategies and accommodations are provided.</p>	<p>5C.1. Classroom observation walk through tool; Coaching logs</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>		



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Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 12% of students in the ELL Subgroup achieved proficiency. Miami Southridge Senior High's goal is to increase student proficiency by 21 percentage points to 33%</p>							
	12% (14).	33% (37)					
		5C.2. Students showed minimal use of technology such as computer usage (Achieve 3000)	5C.2. ELLs will complete two Achieve 3000 activities on a weekly basis to improve the limited use of Achieve 3000	5C.2. Developmental ESOL teacher, ESOL Coach, Administration	5C.2. Monitoring of monthly usage reports. Make instructional decisions based on reports for individualized instruction.	5C.2. A Achieve 3000 usage and learning gains reports  Summative: 2013 FCAT 2.0 Reading Assessment	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D1 Students lack the ability to make the connections to literacy learning.</p>	<p>5D1 Increase the use of Discovery Learning to build background knowledge and increase real-life connections.</p>	<p>5D1 Assistant Principals, Reading Coaches</p>	<p>5D1. Literacy coaches will provide active coaching to teachers in the use of Discovery Learning and monitor daily use to ensure students are making the connections while activating and building background knowledge.  Assistant Principal will monitor teachers' lesson plans and Literacy Coaches logs to ensure Discovery Learning is being utilized daily</p>	<p>5D1. Discovery Learning reports, Coaches Logs  Summative: 2013 FCAT 2.0 Reading Assessment</p>		
<p><u>Reading Goal #5D:</u>  The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 22% of students in the SWD Subgroup achieved proficiency. Miami Southridge Senior High's goal is to increase student proficiency by 11 percentage points to 33%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>22%(42)</p>	<p>33%(63)</p>					
		<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	
		<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E1. Students lack the ability to make the connections to literacy learning.	5E1 Increase the use of Discovery Learning to build background knowledge and increase real-life connections.	5E1 Assistant Principals, Reading Coaches	5E1 Literacy coaches will provide active coaching to teachers in the use of Discovery Learning and monitor daily use to ensure students are making the connections while activating and building background knowledge.  Assistant Principal will monitor teachers' lesson plans and Literacy Coaches logs to ensure Discovery Learning is being utilized daily	5E1 Discovery Learning reports Coaching Logs, Administrative Walkthrough		
<u>Reading Goal #5E:</u>  The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 32% of students in the ED Subgroup achieved proficiency. Miami Southridge Senior High's goal is to increase student proficiency by 11percentage points to 43%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	32%(274)	43%(368)					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b> Please note that each strategy does not require a professional development or PLC activity.							
	PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	H.O.T.S. (DOK)	Reading: All Grades	Literacy Coaches	Reading Teachers Language Arts Teachers	August 2012-June 2013 ongoing Common planning	Observations, coaching cycles, classroom walkthroughs will be conducted	Principal, Assistant Principals, Literacy Coaches
	FAIR Training	Reading: New Teachers	Literacy Coaches	Reading Teachers Language Arts Teachers	August 2012-June 2013 ongoing Common planning	Data Chats and Coaching Cycles	Principal, Assistant Principals, Literacy Coaches

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Active Reading Strategies	Reading: All Grades	Literacy Coaches	Reading Teachers	August 2012-June 2013 ongoing Common planning	Observations, Coaching Cycles, and classroom walkthroughs will be conducted	Principal, Assistant Principals, Literacy Coaches
Vocabulary Best Practices	Reading: All Grade	Literacy Coaches ETO Representative	Reading Teachers Language Arts Teachers ESOL Teachers	August 2012-June 2013 ongoing Common planning	Observations, Coaching Cycles, and classroom walkthroughs will be conducted	Principal, Assistant Principals, Literacy Coaches, ESOL Coach
Hampton-Brown Edge	Reading: All Grades	Literacy Coaches ETO Representative	Reading Teachers New to Program	August 2012-June 2013 ongoing Common planning	Observations, Coaching Cycles, and classroom walkthroughs will be conducted	Principal, Assistant Principals, Literacy Coaches
Jamestown-Navigator	Reading: All Grades	Literacy Coaches ETO Representative	Reading Teachers New to Program	August 2012-June 2013 ongoing Common planning	Observations, Coaching Cycles, and classroom walkthroughs will be conducted	Principal, Assistant Principals, Literacy Coaches
Plugged Into Reading	Reading: All Grades	Literacy Coaches ETO Representative	Reading Teachers New to Program	August 2012-June 2013 ongoing Common planning	Observations, Coaching Cycles, and classroom walkthroughs will be conducted	Principal, Assistant Principals, Literacy Coaches

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**Reading Budget** (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Promote literacy and reading across the curriculum which creates a schoolwide culture of literacy	School wide novel Yummy by G. Neri	EESAC	\$2,800.00
<b>\$2,800.00 Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Promote literacy and reading through the use of technology by allowing reluctant readers to read text using a kindle	Kindle-novel and text read electronically 60 kindles at \$80.00	EESAC	\$4,800.00
<b>\$4, 800.00 Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>\$7, 600.00 Total:</b>			

*End of Reading Goals*

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

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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>1. Students scoring proficient in listening/speaking.</b>	1.1. Limited opportunities for students to practice listening and speaking with native like English speakers	1.1. Provide push in interventionist support for ELL's in Developmental ESOL courses. Interventionist will focus on oral language development.	1.1. ESOL Coach., Administration	1.1. Direct coaching support for interventionist; quarterly Listening/Speaking assignments and assessments	1.1. Monitoring of ESOL Interventions through classroom walkthroughs  Summative: 2013CELLA Assessment	
<b>CELLA Goal #1:</b> Increase percentage of students scoring proficient in listening and speaking to 47%.	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b>					
	47%(89)					
		1.2. Limited opportunities for students to receive feedback on listening/speaking level, ongoing practice and progress monitoring assessments of listening and speaking skills.	1.2. Provide weekly opportunities for listening and speaking activities.  Provide quarterly Listening/Speaking OPM assessments and conduct data chats with students on their progress.	1.2. ESOL Coach ESOL teacher, Administration	1.2. Student data chat forms; quarterly Listening/Speaking assignments and assessments; lesson plans	1.2. OPM data from quarterly Listening/ Speaking assessments.  Summative: 2013CELLA Assessment

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		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>2. Students scoring proficient in reading.</b>	2.1. Limited use of Achieve 3000	2.1. Administration will designate a computer lab for ESOL.  ELLs will complete two Achieve 3000 activities on a weekly basis	2.1. Developmental ESOL teacher, Administration	2.1. Achieve 3000 monthly usage and progress reports	2.1. FAIR Summative: 2013CELLA Assessment	
<b>CELLA Goal #2:</b> Increase percentage of students scoring proficient in Reading to 15%.	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	15%(28)					
		2.2. Lack of scaffolding of grade level content, ESOL Strategies and Accommodations to ensure comprehensible input for all ELLs (levels 1-4)	2.2. Utilize common planning to create scaffold activities to include increased frontloading, Tier 1 and Tier 2 vocabulary development, and multiple opportunities for student talk.  Ensure that appropriate scaffolds, ESOL strategies and accommodations are evident in daily lesson plans.	2.2. ESOL Coach, Administration	2.2. Monitoring of common planning, lesson plans and classroom observations of ELLs to ensure appropriate scaffolding, ESOL strategies and accommodations are provided.	2.2. Classroom observation walk through tool; Coaching logs  Summative: 2013CELLA Assessment



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		2.3. Lack of direct instruction aligned to components assessed on CELLA writing (conventions, grammar, letter writing, narrative writing, compare/contrast paragraph)	2.3. Analyze CELLA writing data per class Differentiate instruction based on data and student deficiencies Create lessons that are aligned to data components assessed on CELLA Writing	2.2. ESOL Coach, Administration	2.2. Monitoring of common planning, lesson plans and classroom observations of ELLs to ensure appropriate scaffolding, ESOL strategies and accommodations are provided.	2.2. Classroom observation walk through tool; Coaching logs  Summative: 2013CELLA Assessment
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3. Students scoring proficient in writing.</b>	2.1. Limited use of the writing components of Achieve 3000	2.1. Evaluate and provide feedback for one question or writing assignment per student every 2 weeks.	2.1. ESOL Coach, Administration	2.1. Achieve 3000 reports with a focus on thought question and writing assignment completion	2.1. FCAT Writing Assessment  Summative: 2013CELLA Assessment	
<u>CELLA Goal #3:</u>  Increase percentage of students scoring proficient in Writing to 17%.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	17%(32).					
		2.2. Limited use of daily writing practice ( journals, quick write, bell ringer, exit slip, home learning)	2.2. Provide professional development of use of appropriate writing activities. Provide coaching support on infusion of daily writing lessons.	2.2. ESOL Teachers; ESOL Coach; Administration	2.2. Lesson Plan; Monitoring of common planning; student work folder evaluation	2.2. Classroom Walkthroughs; Work Folders  Summative: 2013CELLA Assessment

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		2.3. Lack of direct instruction aligned to components assessed on CELLA writing (conventions, grammar, letter writing, narrative writing, compare/contrast paragraph)	2.3. Analyze CELLA writing data per class Differentiate instruction based on data and student deficiencies Create lessons that are aligned to data and components assessed on CELLA Writing	2.3. ESOL teacher, ESOL Coach, Administration	2.3. Lesson Plan evaluation; Monitoring of common planning; Classroom observation of implementation; student work folders	2.3. Classroom walkthrough; work folder evaluation  Summative: 2013CELLA Assessment
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**CELLA Budget (Insert rows as needed)**

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

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<b>Total:</b>			
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*End of CELLA Goals*

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**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
<b>Mathematics Goal #2A:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
<b>Mathematics Goal #3A:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
<b>Mathematics Goal #4:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal</u> <b>#5A:</b>  <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal</u> <u>#5B:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<b>Mathematics Goal #5C:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<b>Mathematics Goal #5D:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

*End of Elementary School Mathematics Goals*

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**Middle School Mathematics Goals**

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

Middle School Mathematics	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<b>1B. Florida Alternate Assessment:</b> <b>Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
<b>Mathematics Goal #2A:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
<b>Mathematics Goal #3A:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
<b>Mathematics Goal #4:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal #5A:</u>  <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal #5B:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	



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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<b>Mathematics Goal #5D:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

*End of Middle School Mathematics Goals*

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**Florida Alternate Assessment High School Mathematics Goals**

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

gh School	Mathemat	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
<p><b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b></p>	<p>1.1. The area of deficiency in the 2012 FAA is counting items 1-10 and subtraction in real world and geometric shapes.</p>	<p>1.1. Emphasis on instruction using real world manipulative and objects on counting items and geometric shapes.</p>	<p>1.1. SPED Department Chair Administration</p>	<p>1.1. Monitor the progress of students via community based instruction</p>	<p>1.1. Formative: Unique Skills Curriculum Summative: 2013 FAA Assessment</p>			

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Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>The results of the 2012 Florida Alternative Assessment indicate that 67% of students scoring at levels 4, 5, 6 in Math.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students scoring at levels 4, 5, and 6 in math from 67% to 72%.</p>							
	67%(16).	72%(17)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b></p>	<p>2.1. The area of deficiency in the 2012 FAA is determining correct amounts for purchasing and budgeting in real world situations.</p>	<p>2.1. Emphasize instruction in counting money and making change in real world situations in class and community based instruction.</p>	<p>2.1. SPED Department Chair Administration</p>	<p>2.1. Monitor the progress of students via community based instruction</p>	<p>2.1. Formative: Unique Skills Curriculum  Summative: 2013 FAA Assessment</p>		
<p><b>Mathematics Goal #2:</b>  The results of the 2012 Florida Alternative Assessment indicate that 4% of students scoring at levels at or above a level 7 in math.  Our goal for the 2012-2013 school year is to increase the percentage of students scoring at or above a level 7 in math from 4% to 7 %.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>4%(1)</p>	<p>7%(2)</p>					



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		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		
<p><b>3. Florida Alternate Assessment:</b>  <b>Percentage of students making learning gains in mathematics.</b></p>	<p>3.1.                      The area of deficiency in the 2012 FAA is solving real world problems involving perimeter using visual models.</p>	<p>3.1.                      Emphasize instruction through small group and one on one utilizing manipulatives.</p>	<p>3.1.                      SPED Department Chair Administration</p>	<p>3.1.                      Monitor the progress of students via community based instruction</p>	<p>3.1.                      Formative: Unique Skills Curriculum                      Summative:                      2013 FAA Assessment</p>		

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Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>The results of the 2012 Florida Alternative Assessment indicate that 51% of students making learning gains in math.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains in math from 51% to 61%.</p>							
	51%(12)	61%(15)					

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>1. Students scoring at Achievement Level 3 in Algebra 1.</b></p>	<p>1.1. Students do not receive adequate time in class to practice daily concepts and develop a level of understanding.</p>	<p>1.1. Develop lesson plans including allotted times for each component of the Gradual Release Model.</p> <p>Include lesson activities that would allow for ample student practice during the "You do".</p> <p>Include in the lesson plan a "check for understanding" process to be implemented between the "We do" and "You do"</p> <p>Continued monitoring by department administrator.</p>	<p>1.1. Math Coaches, Administration</p>	<p>1.1. Review students' work and assessment data to determine effectiveness of strategies.</p> <p>During common planning teachers will discuss sample work collected and student data.</p>	<p>1.1. Common planning logs Coaching logs Administrator walkthroughs.</p> <p>Formative: student work</p> <p>Summative: Interim Assessments, EOC.</p>		

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<u>Algebra 1 Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The results of the 2011-2012 Algebra 1 EOC Exam indicate that 27% of students scored a level 3.</p> <p>Miami Southridge Senior High's goal for the 2011-2012 school year is to increase the percentage of students scoring a level 3 to 33% increasing by 6 percentage points.</p>							
	27%(119).	33%(145)					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b></p>	<p>2.1. Students are not engaged in a consistent, systematic problem-solving processes during instruction.</p>	<p>2.1. Lesson plans should include problem solving activities that incorporate and combine concepts being taught. Provide more practice in solving multistep problems.</p>	<p>2.1. Math Coaches, Administration</p>	<p>2.1. During common planning teachers will discuss sample work collected and student data. Administrators will conduct walkthroughs to ensure classroom teacher's daily lessons are aligned to the strategies being targeted</p>	<p>2.1. Common planning logs Coaching logs Administrator walkthroughs.  Formative: student work  Summative: Interim Assessments, EOC.</p>		
<p><u>Algebra Goal #2:</u>  The results of the 2011-2012 Algebra 1 EOC Exam indicate that 6% of students scored a level 4 and 5.  Miami Southridge Senior High's goal for the 2011-2012 school year is to increase the percentage of students scoring a level 4 and 5 to 8% increasing by 2 percentage points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>6%(25)</p>	<p>8%(35)</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>	In 2011-2012, the performance target for all students Year 1 was 39.	In 2012-2013, the performance target for all students Year 2 should be at 44.	In 2013-2014, the performance target for all students Year 3 should be at 50.	In 2014-2015 the performance target for all students Year 4 should be at 55.	In 2015-2016, the performance target for all students Year 5 should be at 61.	In 2016-2017, the performance target for all students Year 6 should be at 67.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>	3B.1. White: Students struggle with comprehending Algebra concepts because of limited mathematical vocabulary development.	3B.1. Increase the use of mathematical interactive word walls  Teachers will assist students with identifying key teams and concepts in mathematical problems	3B.1. Administration math coaches, teachers	3B.1. During common planning teachers will discuss sample work collected and student data as well as strategies taught.  Review students' work and assessment data recorded on data chat protocol  Conduct classroom walkthroughs.	3B.1. Data Chat Protocol  Formative: student work  Summative: Interim Assessments, EOC.		

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<p><b>Algebra 1 Goal #3B:</b></p> <p>The results of the 2011-2012 Algebra 1 EOC Exam indicate that the Black and Hispanic Subgroups made satisfactory progress.</p> <p>Miami Southridge Senior High's goal for the 2012-2013 school year is to increase the percentage of the White Subgroup scoring a 3 by 5percentage points from 48% to 53%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White:48%(11) Black: Hispanic: Asian: NA American Indian: NA</p>	<p>: White:53%(12) Black: Hispanic: Asian: NA American Indian: NA</p>					
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p><b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b></p>	<p>3C1 Students struggle with comprehending Algebra concepts because of limited mathematical vocabulary development.</p>	<p>3C1 Increase the use of mathematical interactive word walls  Teachers will assist students with identifying key terms and concepts in mathematical problems</p>	<p>3C1 Administration Math Coaches, Teachers</p>	<p>3C1 During common planning teachers will discuss sample work collected and student data as well as strategies taught.  Review students' work and assessment data.  Conduct classroom walkthroughs.</p>	<p>3C1 Common planning protocol Walkthrough log  Formative: student work  Summative: Interim Assessments, EOC.</p>		
<p><u>Algebra 1 Goal #3C:</u>  The results of the 2011-2012 Algebra 1 EOC Exam indicate that 10% of the ELL Subgroup scored a level 3.  Miami Southridge Senior High's goal for the 2012-2013 school year is to increase the percentage of the ELL Subgroup scoring a 3 by 34 percentage points to 44 %</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>10%(5)</p>	<p>44%(23)</p>					



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>	3D1. Students have difficulty understanding real life examples and the process / steps associated to solving a problem.	3D1 Increase explicit instruction through the "I do, We do, you do" the gradual release model and the use of active learning strategies	3D1 Assistant Principal, Mathematics Coaches, Teachers	3D1 Lesson plans, Classroom walkthroughs	3D1 Interim Assessments Student folders		
<p><u>Algebra 1 Goal #3D:</u></p> <p>The results of the 2011-2012 Algebra 1 EOC Exam indicate that 23% of the SWD Subgroup scored a level 3.</p> <p>Miami Southridge Senior High's goal for the 2012-2013 school year is to increase the percentage of the SWD Subgroup scoring a 3 by 15 percentage points to 38%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	23%(20)	38%(33)					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>	3E.1. Limited availability and usage of computers for students.	3E.1. Enhance the use of technology in Algebra by infusing a lab schedule for Carnegie learning.  During common planning, create lessons that incorporate Carnegie lab schedules  Conduct classroom walkthroughs with a focus on evaluating	3E.1. Administration math coaches, teachers	3E.1. During common planning teachers will discuss sample work collected and student data as well as strategies taught.  Review students' work and assessment data.  Conduct classroom walkthroughs.	3E.1. Common planning protocol Walkthrough log Computer lab schedule  Formative: student work  Summative: Interim Assessments, EOC.		
<u>Algebra 1 Goal #3E:</u>  The results of the 2011-2012 Algebra 1 EOC Exam indicate that the ED subgroup meet satisfactory progress	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	38% (139)	43% (158)					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

*End of Algebra 1 EOC Goals*

**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]).

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

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<p><b>1. Students scoring at Achievement Level 3 in Geometry.</b></p>	<p>1.1. Students are lacking engagement in classroom learning activities.</p>	<p>1.1. In common planning, lessons will be developed that incorporates appropriate technology such as active votes (clickers)</p> <p>Share best practices during common planning highlighting useful features found by teachers for the Promethean activities.</p>	<p>1.1 Administration Math Coaches, teachers</p>	<p>1.1. During common planning teachers will discuss sample work collected and student data as well as strategies taught.</p> <p>Review students' work and assessment data.</p> <p>Conduct classroom walkthroughs.</p>	<p>1.1. Common planning protocol Walkthrough log</p> <p>Formative: student work</p> <p>Summative: Interim Assessments, EOC.</p>		
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<p><b>Geometry Goal #1:</b></p> <p>The results of the 2011-2012 Geometry EOC Exam indicate that 26% of students scored a level 3.</p> <p>Miami Southridge Senior High's goal for the 2011-2012 school year is to increase the percentage of students scoring a level 3 to 30% increasing by 4percentage points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>26%(140)</p>	<p>30%(164)</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b></p>	<p>2.1. Students lack the ability to develop meaning of real world concepts.</p>	<p>2.1. Lesson will be developed during common planning that provide inductive reasoning strategies that include discovery learning activities.</p>	<p>2.1 Administration math coaches, teachers</p>	<p>2.1. During common planning teachers will discuss sample work collected and student data as well as strategies taught.</p> <p>Review students' work and assessment data.</p> <p>Conduct classroom walkthroughs.</p>	<p>2.1. Common planning protocol Walkthrough log</p> <p>Formative: student work</p> <p>Summative: Interim Assessments, EOC</p>		
<p><u>Geometry Goal #2:</u></p> <p>The results of the 2011-2012 Geometry EOC Exam indicate that 11% of students scored a level 4 and 5.</p> <p>Miami Southridge Senior High's goal for the 2011-2012 school year is to increase the percentage of students scoring a level 4 and 5 to 13% increasing by 2 percentage points.</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p>11%(60)</p>	<p>13%(70)</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	

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		2.3.	2.3.	2.3.	2.3.	2.3.	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2011-2012</b>	NA	NA	NA	NA	NA	
<u>Geometry Goal #3A:</u> NA							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>							



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<b>Geometry Goal #3B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
	White: NA Black:NA Hispanic:NA Asian:NA American Indian:NA	White: NA Black:NA Hispanic:NA Asian:NA American Indian:NA					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>							
<b>Geometry Goal #3C:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
	NA	NA					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>							
Geometry Goal #3D: NA	<u>2012 Current Level of Performance</u> *	<u>2013 Expected Level of Performance</u> *					
	NA	NA					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.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		
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>							

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Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA							
	NA	NA					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
		3E.3.	3E.3.	3E.3.	3E.3.	3E.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 <small>Please note that each strategy does not require a professional development or PLC activity.</small>						
	PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Refresher o Active Votes (clickers)	10/Geometry	Math Coaches	Geometry Teachers	August 2012-June 2013 ongoing Common planning	Observations, coaching cycles, classroom walkthroughs will be conducted	Principal, Assistant Principals, Math Coaches
Word Walls (Vocabulary)	9-12/ Math	Math Coaches	All Math teachers	August 2012-June 2013 ongoing Common planning	Observations, coaching cycles, classroom walkthroughs will be conducted	Principal, Assistant Principals, Math Coaches

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Carnegie Learning	9;10/ Algebra 1, Geometry, Int. Math 9 & 10	Math Coaches	Algebra 1, Geometry, Int. Math 9 & 10	August 2012-June 2013 ongoing Common planning	Observations, coaching cycles, classroom walkthroughs will be conducted	Principal, Assistant Principals, Math Coaches
Textbook online resource training	All Math Teachers	Math Coaches	All Math Teachers	August 2012-June 2013 ongoing Common planning	Observations, coaching cycles, classroom walkthroughs will be conducted	Principal, Assistant Principals, Math Coaches

**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
Increase the use of scientific calculators	Scientific Calculator	Math Fees	\$5,000.00
<b>\$5,000.00 Subtotal</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount

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

*End of Mathematics Goals*

**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<b>Science Goal #1A:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<b>Science Goal #1B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		

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<b>Science Goal #2A:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<b>Science Goal #2B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

*End of Elementary and Middle School Science Goals*

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**Florida Alternate Assessment High School Science Goals**

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

<b>High School Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1.1. The area of minimal growth as noted on the 2012 FAA is common health issues.	1.1. Emphasize instruction on personal hygiene skills and the human body and development through use of examples and nonexamples.	1.1. ESE Chairperson Administrator	1.1. Department Chair and administrator will monitor that lessons are executed with emphasis on access points via common planning.	1.1. Formative: Unique Skills Curriculum Summative: 2013 FAA Assessment		



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Science Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA							
	NA	NA					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2.1. The area of minimal growth as noted on the 2012 FAA is natural selection.	2.1. Emphasize instruction on understanding living and non living things through visual aides and creating collages.	2.1. ESE Chairperson Administrator	2.1. Department Chair and administrator will monitor that lessons are executed with emphasis on access points via common planning	2.1. Formative: Unique Skills Curriculum Summative: 2013 FAA Assessment		

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<u>Science Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
	NA	NA					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

*End of Florida Alternate Assessment High School Science Goals*

**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]).

<b>Biology 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>1. Students scoring at Achievement Level 3 in Biology 1.</b></p>	<p>1.1. Scheduling all Biology students into the Research 3 class.</p>	<p>1.1. Double dose Biology students into the Research 3 science class during the 2012-2013 school year.</p>	<p>1.1. Administration</p>	<p>1.1 Using the FCIM process will ensure that the students are making the expected progress. The process will include review of data, adjustment of focus and placement of students.  Review Master Schedule</p>	<p>1.1. Formative: ETO Monthly and District Assessments  Summative:2012 Biology End Of Course Exam</p>		
<p><u>Biology 1 Goal #1:</u>  On the administration of the 2012 Biology EOC exam , 27% of students achieved proficiency level 3. The expected level of performance for 2012-2013 is that 30% will achieve proficiency. The goal is to increase the proficiency by 3 percentage points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>27%(151)</p>	<p>30%(168)</p>					
		<p>1.2 Teachers' limited proficiency in Common Core reading strategies and implementation.</p>	<p>1.2. Incorporate Common Core reading comprehension and writing strategies into instruction.</p>	<p>1.2. Science Coach Administration</p>	<p>1.2. Student work folders, classroom observations, lesson plans</p>	<p>1.2. Lab report, Science Journals/ Notebooks  Summative:2012 Biology End Of Course Exam</p>	

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		1.3. Teachers' limited knowledge and understanding of rigor and accountability talk delivery.	1.3. Promote the effective use of high order questions, rigorous activities, and accountability talk in the science classrooms  Incorporate Socratic circles and active learning strategies within the lessons.	1.3. Science Coach Administration	1.3. Student work folders, classroom observations, lesson plans	1.3. Formative: ETO Monthly and District Assessments  Summative:2012 Biology End Of Course Exam	
		1.4 Students not turning in completed lab reports to be graded	1.4 Implement the completion of lab reports (focus will be placed on including a 3 paragraph conclusion of the lab results)	1.4 Teacher Science Coach	1.4 Analysis of students' lab reports during Common Planning in Biology, Research 3, Physical Science, and Chemistry  Student work folders	1.4 Formative: ETO Monthly and District Assessments  Summative:2012 Biology End Of Course Exam	

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		1.5 Teachers are experiencing challenges providing descriptive, corrective, and explicit feedback on every section of the lab report for each student.	1.5 Implement descriptive, corrective, and explicit feedback on lab reports (focus will be placed on the 3 paragraph conclusion portion of the lab report)  Implement peer editing of the lab reports.  Implement a teacher specific “amnesty strategy” for students to complete their lab reports by a certain deadline.	1.5 Teacher Science Coach	1.5 Examination of student work during Common Planning in Earth Space, Biology, Chemistry, Lesson Plans, Classroom observations, and student work folders	1.5 Formative: ETO Monthly and District Assessments  Summative:2012 Biology End Of Course Exam	
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>	2.1. Securing teachers to serve as sponsors for SECME, Science Fair, and Fairchild Challenge	2.1. Incorporate the Science Fair and any other science competition such as SECME, Fairchild Challenge, WOW, etc.	2.1. Assistant Principal  Science Coach  School site Science Fair Liaison  Science Honor Society Sponsor  Ecology Club Sponsor  AP Environmental Science Teacher  SECME Club Sponsor	2.1. Fairchild Challenge Score Report Science Fair Competition Results  Utilize rubrics to evaluate projects, internal Science Fair	2.1. Formative: ETO Monthly and District Interim Assessments  Summative: 2012 EOC Exam		

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<u>Biology 1 Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the administration of the Biology EOC Exam, 29 % of students achieved proficiency (FCAT Level 4 and 5). Our goal for the 2012-2013 school year is to increase level 4 and 5 students by 1 percentage point to 30%.							
	29%(159)	30%(166)					
		2.2. Teachers limit usage of college board released essays and recommended labs for advanced placement courses.	2.2- Incorporate AP College Board recommended labs aligned with College Board released essay questions as listed on Education Transformation Office (ETO) pacing list.	2.2- Assistant Principal Science Coach	2.2- Classroom walkthroughs during AP classes, lesson plans, student work folders	2.2 Formative: ETO Monthly and District Interim Assessments  Summative: 2012 EOC Exam  Advanced Placement Exams	
		2.3 Limited use of a computer lab for biology classes and all science classes to use Gizmos, FCAT Explorer, and FOCUS	2.3 Promote the effective use of Gizmos, FCAT Explorer, and FOCUS in science classrooms	2.3 Principal Assistant Principal Science Coach	2.3 Utilize common planning to incorporate Gizmos, FCAT Explorer, and FOCUS into lesson plans.	2.3 Formative: ETO Monthly and District Interim Assessments  Summative: 2012 EOC Exam	

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*End of Biology I EOC Goals*

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**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Active Learning Strategies	All Science Teachers	Science coach	Science Teachers	October'2012		Administration and Science Coach
Infusion of common core reading strategies in science	All Science Teachers	ETO CSS	Science Teachers	First Early Release Day	Lesson Plans and classroom walkthroughs	Administration and Science Coach
Rigor and Accountability Talk (Socratic Circle)	All Science Teachers	Science coach / District Personnel	Science Teachers	October' 2012	Lesson Plans and classroom walkthroughs	Administration and Science Coach
Differentiated Instruction	All Science Teachers	TBA	Science Teachers	TBD	Lesson Plans and classroom walkthroughs	Administration and Science Coach
Descriptive and Corrective Feedback and strategies to guide students to complete lab reports	All science teachers	Science coach	Science teachers	Science Department Meeting	Lesson plans and classrooms walkthroughs	Administrators and Science Coach
District Science Fair, SECME, and Fairchild Gardens orientations	N/A	District and Fairchild Gardens staff	Competition sponsors	TBD	Evidence of school Science Fair projects and students' competitions attendance rosters.	Administration and Science Coach
College Board PD for the AP Science Courses/ ETO AP Symposiums	N/A	College Board staff/ ETO or District Staff	AP Science teachers	TBD	Lesson plans and classrooms walkthroughs	Administrators and Science Coach
Explicit Instruction "You Do" portion	Selected Teachers	Science coach	Selected teachers	TBD	Coaching log of science coach, lesson plans, and classroom walkthroughs	Administrators and Science Coach

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Lesson Plans (Details of daily activities)	All science teachers	Science Coach	Science teachers	Department Meeting	Agenda and notes from department meeting, lesson plans	Administrator and Science coach
Promethean Training (Use of the board and clickers)	Science Teachers	TBD	All Science Teachers	TBD	Agenda, lesson plans, and classroom walkthroughs	Administrators and 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)			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
Collect lab fees from students	Science Lab Materials	Science Lab Fees	\$4,000.00
<b>\$4,000.00 Subtotal</b>			
<b>Technology</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
Limited use of a computer lab for biology classes and all science classes to use Gizmos, FCAT Explorer, and FOCUS	30 laptop computers w/computer cart to increase students' exposure to real world applications and simulations via technology.	EESAC	10,000.00
	10 ELMOS ( A device that will enlarge an object so that it can project onto the Promethean board to allow students a visual image similar to a microscope but the object does not have to be transparent).	EESAC	4,000.00
<b>\$14,000.00 Subtotal</b>			
<b>Professional Development</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
1.2. Incorporate Common Core reading comprehension and writing strategies into instruction.	Strategic Curriculum Planning Sessions for one day each nine weeks for selected science teachers.	EESAC	3,000.00
1.3. Promote the effective use of high order questions, rigorous activities, and accountability talk in the science classrooms	Substitute Coverage, Hourly Pay or Stipend for each member of the science curriculum team		
Incorporate Socratic circles and active learning strategies within the lessons.			

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<b>\$3,000.00 Subtotal</b>			
Other			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
Incorporate the Science Fair and any other science competition such as SECME, Fairchild Challenge, WOW, etc.	South Florida Regional Science, Mathematics, and Engineering Fair Registration Fees  Other Competition Fees  Organization of School wide Science Fair	School	300.00
<b>300.00 Subtotal</b>			
<b>\$21,300.00 Total</b>			

*End of Science Goals*

**Writing Goals**

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

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

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<p><b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b></p>	<p>1A.1. Teachers have a difficult time creating and implementing authentic writing activities following the writing process in Reading and Language Arts classes.</p>	<p>1A.1. Create activities for authentic writing opportunities following the writing process. in daily lesson plans, during common planning.</p> <p>Teachers will provide students with corrective feedback on writing assignments related to the writing process.</p> <p>Plan to meet monthly with the Reading, Language Arts coaches and teachers to foster collaboration</p> <p>Conduct walkthroughs to observe the effective marriage of writing in reading and language arts classes.</p>	<p>1A.1. Reading Coaches, Administrators</p>	<p>1A.1. Common planning protocols will be completed to insure differentiated lessons have been planned/  Coaching Cycle to ensure that strategies have been learned and used throughout the lesson.  Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the strategies being targeted</p>	<p>1A.1. . Lesson Plans Administrative Walkthroughs Coaches Logs</p> <p>Summative: FCAT Writing 2013</p>		
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<p><u>Writing Goal #1A:</u></p> <p>The results of the 2012 FCAT indicate that 75% of students scored level 3 or higher.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students scoring a 4 or higher from 75% to 77%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>75%(419)</p>	<p>77% (433)</p>					

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<p><b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b></p>	<p>1B.1. Students are struggling in the area of conventional spelling and grammar skills.</p>	<p>1B.1. Teacher will emphasize instruction utilizing spelling of sight words and spelling patterns and apply to other spelling generalizations.  Using specific and meaningful word choice to enhance writing Rules for/practice of various types of punctuation, avoiding common errors, sentence types and sentence development</p>	<p>1B.1. Teachers, Reading Coaches, and Administration</p>	<p>1B.1. Reading Coaches will monitor that lessons are executed with emphasis on access points Via department meetings and common planning.</p>	<p>1B.1. Formative: Unique Skills Curriculum  Summative: 2013 FAA Assessment</p>		
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<p><u>Writing Goal #1B:</u></p> <p>The results of the 2012 Florida Alternative Assessment indicate that 93% of students scored level 4 or higher.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students scoring a 4 or higher from 93% to 98%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>93%(13)</p>	<p>98%(14)</p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	

**Writing Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b></p> <p>Please note that each Strategy does not require a professional development or</p>						
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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
Writing Process	Creative Writing/ Language Arts	Reading Coach	Creative Writing teachers and grade 10 Language Arts	Ongoing through common planning beginning 08/2012	Walkthroughs, Coaching cycles, and Lesson Plans	Reading Coach Assistant Principal

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

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*End of Writing Goals*

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

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

<b>Civics EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Civics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Civics_Goal #1:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	



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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Civics Goal #2:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

**Civics Professional Development**

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

**Civics Budget (Insert rows as needed)**

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

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

*End of Civics Goals*

**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]).

<b>U.S. History EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1. Students scoring at Achievement Level 3 in U.S. History.</b></p>	<p>1.1. Students have limited understanding how to research facts pertaining to history both in print and non-print resources.</p>	<p>1.1. Students will be provided the opportunity to research specific events and personalities in history using both print and non-print resources.</p>	<p>1.1. -Assistant Principal assigned to the department -Department Chair -Common Planning leader</p>	<p>1.1. Data analysis of assessments, comparing benchmarks to evaluations</p>	<p>1.1. Formative: District and School-site assessment data through Edusoft. Bi-weekly assessments  Summative: 2013 U.S. History EOC Assessment</p>		
<p>U.S. History Goal #1:  On the administration of the U.S. History EOC, the expected level of performance for 2012-2013 is that 10% will achieve proficiency.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0%(0)</p>	<p>10%(43)</p>					
		<p>1.2. Students have limited ability to comprehend primary sources. This includes maps, political cartoons and first -hand accounts.</p>	<p>1.2. Students will be provided the opportunity to research specific events and personalities in history using both print and non-print resources.</p>	<p>1.2. Assistant Principal assigned to the department -Department Chair -Common Planning leader</p>	<p>1.2. Data analysis of assessments, comparing benchmarks to evaluations</p>	<p>1.2. Formative: District and School-site assessment data through Edusoft. Bi-weekly assessments  Summative: 2013 U.S. History EOC Assessment</p>	

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		1.3. Students have limited ability to understand the test questions, or what the questions is asking.	1.3. Students will be provided opportunities to develop and review their own questions.	1.3. Assistant Principal assigned to the department -Department Chair -Common Planning leader	1.3. Review persuasive writing using a site generate rubric	1.3. Formative: District and School-site assessment data through Edusoft. Bi-weekly assessments  Summative: 2013 U.S. History EOC Assessment	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>	2.1. Students have limited understanding how to research facts pertaining to history both in print and non-print resources.	2.1. Students will be provided the opportunity to research specific events and personalities in history using both print and non-print resources.	2.1. -Assistant Principal assigned to the department -Department Chair -Common Planning leader	2.1. Data analysis of assessments, comparing benchmarks to evaluations  Review persuasive writing using a site generate rubric	2.1. Formative: District and School-site assessment data through Edusoft. Bi-weekly assessments  Summative: 2013 U.S. History EOC Assessment		
<u>U.S. History Goal #2:</u>  On the administration of the U.S. History EOC, the expected level of performance for 2012-2013 is that 10% will achieve proficiency.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%(0)	10%(43)					

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**U.S. History Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
<small>PD Content /Topic and/or PLC Focus</small>	<small>Grade Level/ Subject</small>	<small>PD Facilitator and/or PLC Leader</small>	<small>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</small>	<small>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</small>	<small>Strategy for Follow-up/Monitoring</small>	<small>Person or Position Responsible for Monitoring</small>
Follow up of summer institute in Social Studies	11th grade	Reading Coach	All U. S. History teachers	Ongoing through common planning beginning September 7, 2012	Department Chair, Reading Coach, and Assistant Principal	Department Chairperson
Follow-up on EOC U.S. History Item Specs	11th grade	Department Chair	All U. S. History teachers	Ongoing through Common Planning beginning August 30, 2012	Department Chair, Reading Coach, and Assistant Principal	Department Chairperson

**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
<b>Subtotal:</b>			

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

*End of U.S. History Goals*

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

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		



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

<p><b>1. Attendance</b></p>	<p>1.1. Improper utilization of electronic gradebook leads to inaccurate attendance.</p>	<p>1.1. Provide training on proper utilization of the electronic gradebook when recording attendance.  Incorporate incentives for improving attendance through the use of PBS.  Utilize City Year to conduct parent phone calls to 9<sup>th</sup> grade students with excessive absences</p>	<p>1.1. PBS Coach Gradebook Manager Assistant Principal</p>	<p>1.1. PBS Coach will monitor student attendance record and flag student absences</p>	<p>1.1. Grade book Attendance COGNOS</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><u>Attendance Goal #1:</u></p> <p>Our goal for the 2012-2013 school year is to increase attendance to 93.78% by minimizing absences. The goal for this year is to decrease the number of students with excessive absences(10 or more ) to 1218 and excessive tardiness (10 or more) to 389.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>92.78%(2139)</p>	<p>93.78%(2162)</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>1282</p>	<p>1218</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>409</p>	<p>389</p>					

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		1.2 Tracking students who are excessively tardy.	1.2. Implement Plasco to track and follow-up with students who have excessive tardies.	1.2. Administrator, SCSI teacher, Homeroom Teachers PBS Coach	1.2. Daily monitoring of Plasco device and the use of the Progressive Discipline Plan will decrease the number of tardies per quarter.	1.2. Plasco report Gradebook Attendance	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	Gradebook refresher on inputting attendance	All teachers	Gradebook Manager, PBS Coach	All teachers	August 2012-June 2013 ongoing during early release	Gradebook reports for PBS	PBS Coach Gradebook Manager Assitant Principal

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

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

*End of Attendance Goals*

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

**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1. Suspension</b></p>	<p>1.1. Students inconsistently follow school-wide policies and procedures related to poor decision making skills and lack of ability to communicate and resolve problems appropriately.</p>	<p>1.1. Continue to develop school-wide Positive Behavior Support Program (PBS), which is called the Ideal Spartan Program (ISP), and continue to utilize Alternative to Suspension Programs (ASP), such as Saturday School, Peer Mediation, and counseling, continue to implement City Year mentoring program throughout the school with the focus being on the incoming freshman class.</p>	<p>1.1. PBS Team Leader, Administration, and Student Services Department</p>	<p>1.1. Proactively utilize data provided by the Plasco Trac system and Cognos to monitor suspension rates and target areas, classes, or students that appear to need greater behavioral and academic interventions.</p>	<p>1.1. Plasco Trac Reports ISIS Monthly COGNOS suspension report</p>		
<p><u>Suspension Goal #1:</u></p> <p>Our goal for the 2012-2013 school year is to decrease the total number of suspensions 396.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p>396</p>	<p>356</p>					

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	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	281	253					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	337	303					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	235	212					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	



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

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS	9-12	PBS Coach/ District personnel	Staff school wide	Weekly team Mtgs./Faculty mtgs.	Monthly PBS, Leadership team, and faculty Mtgs.	PBS Coach, Administration
Peer Mediation	9-12	Trust counselor, administration	Counselors and Administrators	Monthly Mtgs.	Monthly Mtgs.	Trust counselor, Administration
City Year	9	District and School Site Personnel	School wide	Weekly team Mtgs.	Weekly Mtgs.	City Year Staff, Administration

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

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

*End of 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)).

<b>Dropout Prevention Goal(s)</b>	<b>Problem-solving Process to Dropout Prevention</b>						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1. Dropout Prevention</b></p>	<p>1. At risk students are not meeting the necessary requirements to graduate on-time.</p>	<p>1.1. Provide additional support for these students via tutoring programs and mentoring programs.</p>	<p>1.1. Principal, Assistant Principals, Student Services, Graduation Coach, Community Involvement Specialist</p>	<p>1.1. Monitor graduating seniors  Monthly meetings with teacher Mentors and Mentees  ACT Enrollment, Completion of Free &amp; Reduced Lunch Forms for Fee waiver  Use Percentage AP report to identify students that will be successful in AP courses  Require participation &amp; performance in the AP exam  Review of Credit history. Monitoring by administration</p>	<p>1.1. Counselor Logs.  Quarterly Progress reports, Report Cards  Increased ACT score and graduation rate  AP Exam Scores, AP interim Assessments  Passing Score on October and or March FCAT</p>		
<p><u>Dropout Prevention Goal #1:</u>  Our goal for the 2012-2013 school year is to decrease the dropout rate to 4.38% point and to increase the graduation rate to 67.7% percentage points.</p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	<p>4.38% (101).</p>	<p>4.16%(96).</p>					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					
	<p>67.7%(425)</p>	<p>69.7%(507)</p>					

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		1.2. Students not being familiar with the requirements for graduation.	1.2. Counselors will conduct conferences with students based on academic needs.	1.2. Principal, Assistant Principals, Student Services, Graduation Coach	1.2. Conferences Student GPA Student Attendance	1.2. Conference sign-in sheets Student Course History Report Cards	
		1.3. A significant percentage of Miami Southridge Senior High students have a need for academic and/or behavioral support.	1.3. College Summit peer leaders will be utilized to support and promote school success. Implement City Year in ninth grade classes as tutors/mentors.	1.3. Graduation Coach College Summit Coordinator	1.3. Student GPA Student Attendance Student Behavior	1.3. Report Cards Referrals	

**Dropout Prevention Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
CPSP Monthly Meetings	9 <sup>th</sup> -12 <sup>th</sup>	Graduation coach	CPSP College Club Sponsors, Identified Teachers	Monthly	Data Collection	Justina Torres, CPSP Coordinator
Parent Night	12 <sup>th</sup>	Graduation Coach	Parents of 12 <sup>th</sup> grade students	September 2012	Ongoing Communication with the students counselor	Student Services Department Chair
PLC Focus	12 <sup>th</sup>	PLC Leader	College Summit Peer Leaders	As needed	College Summit Peer Leader meetings	College Summit Coordinator

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**Dropout Prevention Budget** (Insert rows as needed)

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

*End of 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.

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

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Parent Involvement</b>	1.1. Title 1 School See PIP	1.1. Title 1 School See PIP	1.1. Title 1 School See PIP	1.1. Title 1 School See PIP	1.1 Title 1 School See PIP		
<u>Parent Involvement Goal #1:</u>  <i>Enter narrative for the goal in this box.</i>  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Parent Involvement Professional Development**

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

**Parent Involvement Budget**

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

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

*End of Parent Involvement Goal(s)*

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

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool



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<p><b>STEM Goal #1:</b></p> <p>Our goal for 2012-2013 is to increase student knowledge of technological devices and their uses for research.</p> <p>Data NA</p>	<p>1.1. Students lack proficiency in reading as indicated on the FCAT 2.0 Reading test which hinders being enrolled in upper level STEM courses.</p> <p>Implement a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as students complete science courses delineated by the Student Progression Plan.</p>	<p>1.1. Ensure instruction adheres to the depth and rigor of the Next Generation Sunshine State Standards transitioning to Common Core Standards by implementing a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as students complete science courses delineated by the Student Progression Plan.</p>	<p>1.1. Administration, Science and Math Coach, Science and Math department chairperson, Student Services Department</p>	<p>1.1. Administrator, Student Services department, Science and Math Coach and department chairpersons will monitor tracking system of student expectation and performance</p>	<p>1.1. Student enrollment in upper level STEM courses for the 2013</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b></p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
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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
Comprehension strategies across curriculum	All grade levels and subjects	Reading Coaches	All teachers	October Early release ongoing through Common planning	Observations, Coaching Cycles, and classroom walkthroughs will be conducted	Principal, Assistant Principals, Reading Coaches

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

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

*End of STEM Goal(s)*

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

<p><u>CTE Goal #1:</u></p> <p>Miami Southridge Senior High's goal is to increase the number of CTE students achieve a passing score and complete course related requirements in order to increase industry certification.</p> <p>DATA- NA</p>	<p>1.1 Students need to develop a purpose for learning objectives introduced.</p> <p>Students need instructional routine in effectively using Explicit and Systematic Instruction.</p>	<p>1.1 Develop consistency in instructional routine by utilizing the common board configuration, refer to the essential question and common board throughout the period and revisit at the end of class.</p> <p>Provide active coaching in the development of the instructional routine.</p> <p>Establish a consistent instructional routine in CTE classes using the "I do, we do, you do", Explicit and Systematic Instruction.</p> <p>Provide active coaching and modeling in the development of the instructional routine of Explicit and Systematic Instruction.</p>	<p>1.1 Principal, Assistant Principals, SLC Coordinator, CTE Coach, CTE Teachers</p>	<p>1.1 Administrative walkthroughs, common planning, monitoring lesson plans, Coach Log</p>	<p>1.1 Baseline, Interim, Practice/readiness tests</p>
	<p>1.2 Students need to develop higher order thinking skills in order to increase levels of proficiency and rigor</p>	<p>1.2. Develop and implement higher order questions and rigorous activities to be included during class instruction using the DOK chart during common planning.</p> <p>Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum.</p>	<p>1.2. CTE Coach; Assistant Principal</p>	<p>1.2. Coaching Cycle Administrative walkthroughs Lesson Plans</p>	<p>1.2. Common planning logs. Classroom walkthrough logs.</p>

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	<p>1.3 There is a need for introduction to and support of Project Based Learning competition.</p>	<p>1.3. Increase rigor and real-world applications through Project Based Learning competition curriculum from CTE Student Organization (CTSO), or Miami-Dade County Fair, NFTE, Fairchild /Challenge etc.</p>	<p>1.3. CTE Assistant Principal CTE Coach</p>	<p>1.3. Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects.</p>	<p>1.3. Competition projects.</p>
	<p>1.4 Teachers need to maximize teaching power through the use of technology.</p>	<p>1.4 Provide additional training on the use of promethean boards and Implement usage with fidelity.  Provide additional training on the use of Discovery Learning.</p>	<p>1.4 CTE Coach, CTE Teachers Assistant Principals,</p>	<p>1.4 Administrative walkthroughs, common planning, lesson plans, Lesson Study</p>	<p>1.4 Lesson plans, students' work folders</p>

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	<p>1.5 Students need instructional routine in effectively using Explicit and Systematic Instruction.</p>	<p>1.5 Provide active coaching in the development of the instructional routine.</p> <p>Establish a consistent instructional routine in CTE classes using the “I do, we do, you do”, Explicit and Systematic Instruction.</p> <p>Provide active coaching and modeling in the development of the instructional routine of Explicit and Systematic Instruction.</p>	<p>1.5 Principal, Assistant Principals, SLC Coordinator, CTE Coach, CTE Teachers</p>	<p>1.5 Administrative walkthroughs, common planning, monitoring lesson plans, Coach Log</p>	<p>1.5 Lesson Plans, Baseline, Interim, Practice/readiness tests</p>
	<p>1.6 A timeline needs to be in place to facilitate compliance of industry certification exams.</p>	<p>1.6 CTE programs will follow a curriculum pacing guide to include pacing activities for industry certification, state curriculum standards and program sequencing of courses.</p> <p>CTE Coach will provide active coaching in the development of lesson planning and delivery</p>	<p>1.6 Assistant Principals, CTE Coach, CTE Teachers</p>	<p>1.6 Administrative walkthroughs, coaches logs, common planning, review of test data, lesson plans</p>	<p>1.6 Lesson Plans Baseline, Interim, Practice/readiness tests</p>

**CTE Professional Development**

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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
FACTE	9-12	FLDOE	CTE Program Participants	July 2012	Common Planning Department Meeting	CTE/RTT Coach
NGCATER	9-12	FLDOE	CTE Program Participants	July 2012	Common Planning Department Meeting	CTE/RTT Coach
NCAC	9-12	NCAC	CTE Program Participants	November 2012	Common Planning Department Meeting	CTE/RTT Coach
NGCARPD	9-12	FLDOE	CTE Program Participants	January 2013	Common Planning Department Meeting	CTE/RTT Coach
FETC	9-12	FLDOE	CTE Program Participants	January 2013	Common Planning Department Meeting	CTE/RTT Coach
Career Pathways	9-12	FLDOE	CTE Program Participants	October 2013	Common Planning Department Meeting	CTE/RTT Coach
ETO Teachers Academy	9-12	MDPS	CTE Program Participants	July 2013	Common Planning Department Meeting	CTE/RTT Teacher
ETO Coaches Academy	9-12	MDPS	CTE Program Participants	July 2013	Common Planning Department Meeting	CTE/RTT Coach

**CTE Budget (Insert rows as needed)**

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

*End of CTE Goal(s)*



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**Additional Goal(s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Additional Goal</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Additional Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

**Additional Goals Professional Development**

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

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

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

*End of Additional Goal(s)*

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**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>\$5, 000.00 Total</b>
<b>Science Budget</b>	<b>\$21,300.00 Total:</b>
<b>Writing Budget</b>	<b>Total:</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>\$15, 400.00 Total:</b>

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<b>Additional Goals</b>
<b>\$49,300.00 Grand Total:</b>

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**Differentiated Accountability**

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

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

<b>School Differentiated Accountability Status</b>		
Priority	Focus	Prevent

Are you reward school? Yes    No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes                  No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
<p>The Educational Excellence School Advisory Council (EESAC) fosters an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school’s vision and mission. The EESAC will also review the 2012 FCAT scores and AYP information, create a plan of action, and monitor it for the 2012-2013 school year.</p>

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Describe the projected use of SAC funds.	Amount
Incentives for students (Field trips, awards)	\$2,500.00
Curriculum Fairs / Small Learning Communities	\$1,000.00
Parent Workshops / Family Nights	\$1,000.00