FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: 251 Bayside High School	District Name: Pinellas County Schools
Principal: Patricia Fuller	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Co-Chair Scott Watson and Nichole Martens	Date of School Board Approval: Pending: October 9, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data(Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Patricia Fuller	M.Ed in Ed Leadership Bus Ed, Soc St. 6-12	6	21	Bayside High School-2012 Ungraded FCAT scores
Assistant Principal	Darrell Kretz	MA in Education VE, Ed Leadership	3	3	Bayside High School-2012 Ungraded FCAT scores

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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	Nancy Ragland	BA Sec Eng, MA Couns/Guid, Adult Ed. Cert/Endorse: Eng, Reading	8	9	

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Professional Development aligned to NGSS/Common Core State Standards to increase student engagement.	Principal, School Based Leadership Team (SBLT), teachers	06/2013
2. Staff recognition, socials, and activities implemented to increase morale.	Principal, School Based Leadership Team (SBLT)	06/2013
3. Professional Learning Communities (PLCs) provide teachers with training based on priorities determined by the staff.	Principal, School Based Leadership Team (SBLT), teachers	06/2013
4. Coordinate with district recruiters to identify highly qualified applicants	Principal, School Based Leadership Team (SBLT)	06/2013

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3 (11%) out of field	Continuing education / working on completing district requirements to comply.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	%ESOL Endorsed Teachers
33	6.06 (2)	24.24 (8)	33.33 (11)	36.36 (12)	36.36 (12)		15.15 (5)	0.00	12.12 (4)

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
Pam Hershberger	Tia Davis	Veteran ESE instructor paired with developing teacher	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Melinda Hill-Lovering	Sarah Crovo	Veteran Reading Instructor paired with a developing teacher	

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Additional Requirements

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

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

Housing Programs
Head Start Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.
Adult Education
Career and Technical Education
Job Training
Other

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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.   Principal Patricia Fuller, Assistant Principal Darrell Kretz, General and ESE teachers, Literacy Coach Nancy Ragland, School Psychologist Mike Johnson, Social Worker Matt McKillop, and Student Services Personnel, Donnie McKahand and Carole Rodrigue.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?   -Facilitator – generates agenda and leads team discussions   -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data   -Technology Specialist – brokers technology necessary to manage and display data   -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access   -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda   Meeting time: The RtI team meets the second Tuesday of each month at 7:30am.
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?   All participants of the RtI team have had input into the SIP, are familiar with the goals, barriers, and strategies for each of the respective and required goals, and support the implementation of the SIP through Professional Development, in Professional Learning Communities, and in daily interactions with students.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.   Baseline data is collected through the Progress Monitoring Network (PRMN), EDS, the FLDOE, Portal, and FAIR testing. Progress Monitoring data is further collected through FAIR testing, Focus lessons, and direct observation in classrooms and during regularly scheduled school and district classroom walk-throughs.   End of year data will be collected from the FCAT, Portal, FAIR, and End-of-Course examinations.
Describe the plan to train staff on MTSS.   Professional Development begins during pre-school and continues for the duration of the school year through Professional Learning Communities, in subject specific trainings in department meetings. Staff meetings and staff committee initiatives also include RtI data and strategies for improving academic achievement and student behavior.
Describe the plan to support MTSS.   MTSS is supported through staff feedback and professional development. Ideas for implementation, additional trainings, and staff develop arise from discussions held in MTSS meetings, staff meetings, and through evaluation of RtI data.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal Patricia Fuller, General Education teachers Kathy Endris, Natalie Keyes, Stephanie Palmer, David Detwiler, Susan Mathewson, Danette Reid, Reading Coach Nancy Ragland, and Library Information Specialist Scott McIntosh.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
•   Support for text complexity
•   Support for instructional skills to improve reading comprehension
        o   Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
        o   Providing scaffolding that does not preempt or replace text reading by students
        o   Developing and asking text dependent questions from a range of question types
        o   Emphasizing students supporting their answers based upon evidence from the text
        o   Providing extensive research and writing opportunities (claims and evidence)
•   Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
 	
The district will provide training and tools for Literacy Leadership Teams.

What will be the major initiatives of the LLT this year? Support for text complexity •   Support for instructional skills to improve reading comprehension •   Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Public School Choice

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

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

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

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

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*High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a: Students in grade nine (9) will show a 10% increase in the number of students scoring Level 3 and above on the 2013 FCAT. Students in grade ten (10) will show a 10% increase in the number of students scoring Level 3 and above on the 2013 FCAT African American students will increase the number of students scoring Level 3 and above by 10% on the 2013 Reading section of the FCAT.	2012 Current Level of Performance:* 10.5% (4/38) .05 % (1) of 9th graders scored Level 3 or above 0 % of 10th graders scored Level 3 or above on the 2012 Reading FCAT. No African	2013Expected Level of Performance:* Decrease level 1&2 from 89% to 79% (30.02 scoring at 1 & 2) 5% of 9th graders will score Level 3 or above, 5% of 10th graders will score Level 3 or above on the 2012 Reading FCAT. African	1a.1. Students enroll in high school with reading skill deficits that inhibit grade level knowledge acquisition.	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. Administrators Fuller and Kretz; Literacy Coach Ragland.	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies aligned to the Common Core State Standards. Increase instructional rigor by implementing	1a.2. Administrators Fuller and Kretz; Literacy Coach Ragland.	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and	1a.2. Walkthrough

			Common Core content area specific training to promote vocabulary development, critical thinking skills as well as interaction with and response to complex, non-fiction tests.		goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. A history of poor attendance creates an achievement gap which takes time to make up.	1a.3. Develop and implement a schedule and curriculum which allows students the ability to earn credits in shorter blocks of time (9 weeks). Provide incentives for attendance. Provide a positive classroom environment. Student and/or parent conferences to brainstorm ways to improve attendance. Referral to Child Study Team or RtI Team. Home visits by LCSW.	1a.3. All staff members.	1a.3. Daily/weekly review of attendance reports.	1a.3. Attendance Records Record of student and parent conferences Referrals to Child Study Team or RtI team
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies based on the Common Core Standards.	1b.2. AP who evaluates teacher	1b.2. Determine: Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate. Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.	1b.2. Walkthrough

Reading Goal #1b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*
N/A	#N/A	Decrease level 1,2,3

			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
						*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a.FCAT 2.0:Students scoring at or above AchievementLevels 4 and 5 in reading. Reading Goal #2a: Teachers in all content areas will align their instruction to the Common Core Standards and increase the use of Higher Order Thinking and Questioning during instruction in order to achieve 5% gains in Levels 4 and 5.	2012 Current Level of Performance:* 3 (8%) students in grades 9 and 10 scored Level 4 or above on the 2012 FCAT Reading Test	2013Expected Level of Performance:* 13% of students in grades 9 and 10 will score at Level 4 or above on the 2013 Reading FCAT (increase by 5%)	2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction aligned to the Common Core Standards.	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Walkthrough
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3

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2b. **Florida Alternate Assessment: Students scoring at or above Level 7 in reading.**			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
Reading Goal #2b: N/A	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	#N/A	Increase level 7 by 5%					
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.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

3a. **FCAT 2.0: Percentage of students making Learning Gains in reading.**			3a.1.
			Lack of student engagement
				3a.1.
				Differentiate Instruction
					3a.1.
					AP who evaluates teacher
						3a.1.
						  Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level.
						  Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs).
						  Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners.
						  Teachers provide small group instruction to target specific learning
							3a.1.
							School Summary of observation section of teacher appraisal results
							
							IPI data when available
							
							State instructional walkthrough when applicable
							
							•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, •District Common Assessments, EOCs, other classroom assessments

Reading Goal #3a: Increase by 5% the students demonstrating annual learning gains on the 2013 Reading FCAT.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	N/A	100% of 9th and 10th graders will demonstrate a learning gain.					

						needs. These small groups are flexible and change with the content, project and assessments. Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in reading.**			3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. AP who evaluates teacher	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Reading Goal #3b: N/A	2012 Current Level of Performance:* N/A	2013Expected Level of Performance:* 100%					
			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
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4a: Decrease the number of students scoring in the red zone on the FCAT Success Predictor on the FAIR assessments from test 1 to test 3. Decrease the number of African American students scoring in the red zone on the FCAT Success Predictor on the FAIR assessments from Test 1 to Test 3.	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* 100%	4a.1. Closing the gap in achievement for students who are a year or more behind in reading achievement takes time and motivation.	4a.1. Engage teachers and leaders in routines that continuously promote a culture of change and improvement (e.g., classroom walkthroughs, instructional rounds, strategy walks, peer visits, lesson study). Provide classroom and school wide incentives for reading.	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. Lesson Plans & Walkthrough FAIR data : FCAT Success Probability
			4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support common core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

		4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in reading.** Reading Goal #4b: N/A		4b.1. Lack of differentiation of instruction	4b.1. Differentiate Instruction	4b.1. AP who evaluates teacher	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4b.1. Lesson Plans & Walkthrough
	2012 Current Level of Performance:* N/A	2013Expected Level of Performance:* 100%				
		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

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		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5A: Provide opportunities to reduce the achievement gap through Extended Learning Programs, increased Nova Net curriculum and Summer School.	Baseline data 2010-2011 10	25	40	55	70	85	100
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5b.1. All ethnicities at Bayside have the same barriers: attendance, transportation, motivation and background knowledge	5b.1. Implement attendance incentive program as designed by staff and RtI. Provide bus passes for those students demonstrating transportation difficulties staying after school for additional assistance. Provide a caring school community where students feel accepted for where they are yet challenged to improve themselves.	5b.1. AP who evaluates teacher	5b.1. Attendance at school and tutoring sessions, Classroom observations and walkthroughs	5b.1. Ongoing progress monitoring data, FAIR, Running Records, FCAT data.	
Reading Goal #5B: Improve the reading performance/scores of students in all subgroups, including African Americans, making Learning Gains by 10%.	2012 Current Level of Performance:* White: 100% (4) Black: 0% (0.00) Hispanic: 0% (0.00) Asian: 0% (0.00) American	2013Expected Level of Performance:* 100% of all subgroups to make a learning gain of 10%. Increase proficiency of all subgroups by 10%					

			Provide additional activities in and outside the classroom to improve background knowledge.				
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: . To increase the fluency and comprehension scores of all students as measured by the FAIR testing data. There are no African American students in this category.	**2012 Current Level of Performance:*** During the 2011-12 testing cycle, there were not enough students to make up this subgroup. NA was reported on AYP report.	**2013Expected Level of Performance:*** 100% of ELL students to make a learning gain An increase in proficiency by 10%	5c.1. Patterns of nonattendance or sporadic attendance interfere with student progress. Time constraints limit teacher's ability to meet the needs of individual students.	5c.1. T1: Offer Great Leaps Reading Program- one on one intervention with trained support staff in a direct instruction model T2: Parent Teacher Conferences, Literacy Team action T3: Child Study Team RtI referral	5c.1. AP who evaluates teacher	5c.1. Daily and weekly assessment Informal observation	5c.1. Great Leaps Assessment, FAIR assessment data
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

Indian: 0% (0.00) appears at top left of the table.

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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
5D. Students with Disabilities (SWD)not making satisfactory progress in reading.			5d.1. Time constraints limit teacher's ability to meet the needs of individual students.	5d.1. Offer READ 180 and Great Leaps to struggling SWD. Enroll students in Learning Strategies/Social Personal Skills classes as electives to provide skills necessary for school success. Provide teacher assistants in classrooms as needed to provide additional support.	5d.1. VE Specialist Kathy Kaye	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. FAIR assessments Individual Educational Plan
Reading Goal #5D: To improve the reading fluency and reading comprehension scores of all SWD as measured by the gains from test 1 to test 3 on the FAIR testing. .	2012 Current Level of Performance:* During the 2011-12 testing cycle, there were not enough students to make up this subgroup. NA was reported on AYP report.	2013 Expected Level of Performance:* 100% of all SWD students to make a learning gain An increase in proficiency by 10%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5e.1 Closing the gap in achievement for students who are a year or more behind in reading achievement takes time. Some students have job requirements that conflict with school transportation schedules.	5e.1. Align daily lessons across the content areas to incorporate Common Core literacy standards. Provide bus passes for those students who have job conflicts.	5e.1. Administrators Fuller, Kretz; Social Worker McKillop	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. FAIR test results Lexile growth FCAT results
Reading Goal #5E: Improve the reading level of performance of students in the Economically Disadvantaged subgroup on the FAIR testing by 10%.	2012 Current Level of Performance:* During the 2011-12 testing cycle, there were not enough students to make up this subgroup. NA was reported on AYP report.	2013Expected Level of Performance:* 100% of economically dis-advantaged students to make a learning gain An increase in proficiency by 10%					
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

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<u>Reading Professional Development</u>

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Develop Literacy Strategies and Best Practices for Classroom Teachers that align to the Common Core Standards.	All	Reading Coach	LLT	Monthly	Classroom walk throughs / feedback from Teachers	administration
Reading Conferences	All	TBA	Schoolwide	TBA	Participants present to PLC's what strategies they learned	administration
Bi-weekly PLC's to support literacy instruction that aligns to Common Core State Standards	All	Principal Fuller, Lit Coach:Ragland	All teachers	Site based training days and PLCs (Bi Weekly)		administration

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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
All reading initiatives (materials, libraries, etc.)	Reading Referendum	District	$4,500.00
Credit Recovery Program	ELP Program and Transportation	District special allocation	$2,500.00
		Subtotal:	$8,500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Keep all technology in working order	Reading Referendum	District	$1,000.00
		Subtotal:	$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Literacy Leadership Team Training to align to Common Core Standards	Discretionary funds	District	$500.00
		Subtotal:	$500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:	$10,000.00

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]).

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

					needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading. CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading : N/A	2.2. Insufficient standard based instruction	2.2. Implement High Yield Instructional Strategies	2.2. AP who evaluates teacher	2.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	2.2. Walkthrough
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing. <u>CELLA Goal #3:</u> Improve current level of performance	2012 Current Percent of Students Proficient in Writing : 0% (0)	3.1. Insufficient standard based instruction	3.1. Set and communicate a purpose for learning and learning goals in each lesson	3.1. AP who evaluates teacher	3.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	3.1. Walkthrough & Lesson Plans
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

End of CELLA Goals

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

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Mathematics Goal #1: **N/A**	2012 Current Level of Performance:* #N/A	2013Expected Level of Performance:* Decrease level 1,2,3					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background	1a.2. Walkthrough

					knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2: N/A	2012 Current Level of Performance:* #N/A	2013Expected Level of Performance:* Increase level 7 by 5%	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to	2b1. Walkthrough

					FAA access points	
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.		3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Mathematics Goal #3: N/A	2012 Current Level of Performance:* N/A	2013Expected Level of Performance:* 100% of students will make learning gains				
		3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3.3.	3.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. Lack of student engagement	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Mathematics Goal #4:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
N/A	N/A	100% of students will make learning gains					
			4.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4.2. Create intervention that support core instructional goals and objectives	4.2. SBLT	4.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers	4.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

				*Effectiveness of intervention courses are evaluated by reviewing student success in core courses	
		4.3	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

<table>
<tr>
<th colspan="3">Algebra EOC Goals</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<th colspan="3">Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="3">1.   **Students scoring at Achievement Level 3 in Algebra.**

Algebra Goal #1:

To increase the number of students scoring at Level 3 or above on the Algebra 1 EOC by 6%, from 9% (4) to 15% of the students tested.</td>
<td>1a.1.

Students enter math courses not having achieved previous grade level proficiency.</td>
<td>1a.1.

Set and communicate a purpose for learning and learning goals in each lesson.

•Students receive in class differentiated instruction to help students meet math deficiencies.

Provide in-school/after school tutoring for struggling students.</td>
<td>1a.1.

Math Department School Based Leadership Team (SBLT) Principal Fuller Math Instructors</td>
<td>1a.1.
Determine Lesson:
Is aligned with Common Core Standards and the district/school pacing guide.
Begins with a discussion of desired outcomes and learning goals.
Includes a learning goal/essential question
Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question.
Focuses and/or refocuses class discussion by referring back to the learning goal/essential question.
Includes a scale or rubric that relates to the learning goal is posted so that all students can see it.
Teacher reference to the scale or rubric throughout the lesson.</td>
<td>1a.1.
Walkthrough & Lesson Plans

Common Assessments, Formative Assessments, such as exit slips, using mathematical probes, purposeful questions for understanding.</td>
</tr>
<tr>
<td colspan="3"></td>
<td>1a.2.
Insufficient standard based instruction</td>
<td>1a.2.
Implement High Yield Instructional Strategies that align to the Common Core Standards.

Include a variety of assessments and checks for understanding to determine</td>
<td>1a.2.
Math Department School Based Leadership Team (SBLT) Principal Fuller Math Instructors</td>
<td>1a.2.
Determine:
*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes</td>
<td>1a.2.
Walkthrough</td>
</tr>
</table>

The 2012 Current Level of Performance:* was 9% (4). The 2013Expected Level of Performance:* is Decrease level 1 and 2 By 10%.

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

			student mastery of goals, including use of the new district benchmark assessments.		*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor in alignment with the Common Core Standards.	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the Common Core Standards, offering cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2: To increase the number of students scoring at Levels 4 and 5 by 5%. Students will receive assistance to prepare them for the End of Course Exams	2012 Current Level of Performance:* 0% (0) of all students tested scored at Level 4 and 5	2013Expected Level of Performance:* 5% of all students tested will score at Level 4 or 5 Students in all math classes will continue to receive rigorous math instruction aligned to the NGSSS/Common Core State Standards	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data** ~~2010-2011~~ 2011-2012 10	9%	27%	45%	64%	82%	100%
Algebra Goal #3A: Provide opportunities to reduce the achievement gap through Extended Learning Programs, increased Nova Net curriculum, Summer School and on-site tutoring.							

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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
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.**			5b.1. White: Black: Hispanic: Asian: American Indian: Attendance and Motivation are barriers for all subgroups	5b.1. Differentiate Instruction Smaller class sizes Long class periods ESE assistance when applicable Hands-on projects One-on-one tutoring	5b.1. Principal Fuller Department Chair Bodine Math Instructors Child Study Team RtI Team Guidance Department	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough Common Assessments Focus Assessments
Algebra Goal #3B: Students across all subgroups will Increase their proficiency by 10%.	2012 Current Level of Performance:* White: 50% 2 Black: 50% 2 Hispanic: 0% 0 Asian: 0% 0.00 American Indian: 0% 0	2013Expected Level of Performance:* 100% of all students subgroups by ethnicity to make a learning gain Increase proficiency of all student subgroups by ethnicity by 10% :					
							3B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	3B.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough
Algebra Goal #3C: To increase by10% the number of ELL students making AYP.	2012 Current Level of Performance:* There were not enough students to make up a subgroup.	2013Expected Level of Performance:* 100% of ELL students to make a learning gain Increase proficiency of ELL students by 10% Students in all math classes will continue to receive rigorous math instruction aligned to the NGSSS/Common Core State Standards					
			5C.2.	5C.2.	5C.2.	5C.2.	3C.2.
			5C.3.	5C.3.	5C.3.	5C.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
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D: To increase by 10% the number of students making AYP across all subgroups.	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* 100% of all SWD students to make a learning gain Increase proficiency of SWD students by 10% Students in all math classes will continue to receive rigorous math instruction aligned to the NGSSS/Common Core State Standards	5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough
			5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	3D.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.	5e.1. Lesson Plans & Walkthrough
Algebra Goal #3E: To increase by 10% the number of Economically Disadvantaged students making AYP.	2012 Current Level of Performance:* Not Available	2013Expected Level of Performance:* 100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10% Students in all math classes will continue to receive rigorous math instruction aligned to the NGSSS/Common Core State Standards					

End of Algebra EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1: Improve the current level of performance by decreasing by 10% the number of students scoring at Level 1 and 2 Students will receive assistance to prepare them for the End of Course Exams	2012 Current Level of Performance:* Geometry data is not available as requested.	2013Expected Level of Performance:* Decrease level 1 and 2 students by 10%.	1a.1. Students enter math courses not having achieved previous grade level proficiency.	1a.1. Students receive in class differentiated instruction in alignment with the Common Core State Standards to help students meet math deficiencies. Provide after school tutoring for struggling students	1a.1. Math Department School Based Leadership Team (SBLT) Principal Fuller Geometry Instructors	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
			1a.2. Ample opportunities are not provided to engage students in discussions and activities that are on or above grade level.	1a.2. Implement High Yield Instructional Strategies that align to the Common Core Standards. Include a variety of assessments and checks for	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes	1a.2. Walkthrough

			understanding to determine student mastery of goals, including use of the new district benchmark assessments.		*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above AchievementLevels 4 and 5 in Geometry. Geometry Goal #2: To increase the number of students scoring at Levels 4 and 5 by 5%. Students will receive assistance to prepare them for the End of Course Exams	2012 Current Level of Performance:* Not Available	2013Expected Level of Performance:* Increase level 4 and 5 by 5%	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Geometry Goal #3A: Provide opportunities to reduce the achievement gap through Extended Learning Programs, increased Nova Net curriculum, Summer School and on-site tutoring.							

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided	5b.1. Lesson Plans & Walkthrough	
Geometry Goal #3B: To increase by 10% all students across all subgroups will making AYP. Students will receive assistance to prepare them for the End of Course Exams	2012 Current Level of Performance:* No subgroups to report						
	2013Expected Level of Performance:* 100% of all student subgroups to make a learning gain Increase proficiency of all student subgroups by 10% .						

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

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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:			5C.3. Anticipated Barrier	5C.3. Strategy	5C.3. Person or Position Responsible for Monitoring	5C.3. Process Used to Determine Effectiveness of Strategy	3C.3. Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D: To increase by 10% the number of students making AYP across all subgroups. Students will receive assistance to prepare them for the End of Course Exams	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* 100% of SWD students to make a learning gain Increase proficiency of SWD students by 10%	5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough
			5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	3D.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. Lesson Plans & Walkthrough
Geometry Goal #3E: The percentage of students making learning gains will increase by 6% across all categories. Students will receive assistance to prepare them for the End of Course Exams	2012 Current Level of Performance:* **N/A**	2013Expected Level of Performance:* 100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%					
			5E.2	5E.2	5E.2	5E.2	3E.2.
			5E.3	5E.3	5E.3		3E.3

End of Geometry EOC Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Work with district math supervisor to align the district's pacing guides to quarter system	Math	Math department chair P. Bodine	All math teachers	Monthly	Walkthroughs	Principal Fuller
Work with supervisors to prepare students for EOC exams	Math	Math department chair P. Bodine	All math teachers	Monthly	Walkthroughs, baseline data collected this year	Principal Fuller
Ongoing professional development related to the Common Core State Standards	Math	Math department chair P. Bodine	All math teachers	Monthly	Continuous training of all teachers in Common Core State Standards	Dept. Chair Bodine/ Administration

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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
Provide additional support for struggling students	After school Extended Learning Program	District Allocation	$2,500.00
		Subtotal:	$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Collaborate with subject area supervisors to incorporate Common Core State Standards across all subject areas.	Release time	Special District allocation	$2,000.00
		Subtotal:	$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:	$4,500.00

End of Mathematics Goals

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

Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.Florida Alternate Assessment:Students scoring at Level 4, 5, and 6 in science.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Science Goal #1: N/A	2012 Current Level of Performance:* #N/A	2013Expected Level of Performance:* Decrease level 1,2, and 3					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected	1a.2. Walkthrough

| | | | | | | outcomes
*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.
*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | |
| | | 1a.3.
Insufficient standard based instruction | 1a.3.
Increase instructional rigor | 1a.3.
AP who evaluates teacher | 1a.3.
Evidence of:
Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks
The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks
Students are provided with appropriate scaffolding and supports to access higher order questions and tasks | 1a.3.
Walkthrough
Teacher Appraisal Results |

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment:Students scoring at or above Level 7 in science. Science Goal #2: N/A	2012 Current Level of Performance:* #N/A	2013Expected Level of Performance:* Increase the level 7 by 5%	2.1. Lack of differentiation of instruction	2.1. Provide formative assessments to inform differentiation in instruction	2.1. AP who evaluates teacher	2.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2.1. Walkthrough
			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

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

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

Biology EOCGoals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Biology Goal #1: To increase the number of students scoring at Level 3 or above on the Biology 1 EOC by 6%. Students will receive assistance to prepare them for the End of Course Exams	2012 Current Level of Performance:* **N/A**	2013Expected Level of Performance:* Decrease levels 1 and 2 by 10%					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies aligned to the Common Core State Standards.	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional	1a.2. Walkthrough

					objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1. Lack of differentiation of instruction	2.1. Provide formative assessments to inform differentiation in instruction	2.1. AP who evaluates teacher	2.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2.1. Walkthrough
Biology Goal #2: To increase the number of students scoring at Levels 4 and 5 by 5%. Students will receive assistance to prepare them for the End of Course Exams	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* Increase level 4 and 5 by 5%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Biology EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science District Wide Traning	9-12	Fuller	All secondary science teachers	8/16/12	Common Assessments	Administrator Science Chair
Biometrics Conference	9-12	Detwiler	Science Department	9/25/12	Walkthroughs	Administrator
Bi-Weekly PLC's with Literacy Coach to infuse Common Core State Standards into lessons	All	Literacy Coach Ragland	All teachers	Bi-weekly	Walkthroughs	Administrators

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Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Hands-on Activities	Discretionary funds		$495.00
Hydroponics Credit Recovery program	Grant Tutoring and transportation	Teach For Excellence Special District Allocation	$1,000.00 $2,500.00
		Subtotal:	$3,995.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Gizmo's (virtual labs)			
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
District and state training supporting transition to Common Core State Standards.	Release time	Special allocation	$2,000.00
		Subtotal:	$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:	$5,995.00

End of Science Goals

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<u>Writing Goals</u>

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT:Students scoring at Achievement Level3.0 and higher in writing. <u>Writing Goal #1a:</u> To increase the percentage of students scoring Level 3 or higher from 31% (5) to 36% (7) on the 2013 FCAT Writing Test.	<u>2012 Current Level of Performance:*</u> Level 3: 31% (5) Level 4: 0% (0)	<u>2013Expected Level of Performance:*</u> Decrease level 1,2 and 3 students	1a.1. Students come to Bayside with a deficiency in skill and confidence and are not on grade level initially.	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by	1a.2. Walkthrough

						connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
			1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
1b. Florida Alternate Assessment:Students scoring at 4 or higher in writing.			1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential	1b.1. Walkthrough & Lesson Plans
Writing Goal #1b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
N/A	Level 4,5,6 #N/A Level 7,8,9 #N/A	Decrease level 1,2 and 3 students					

						question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

End of Writing Goals

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

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

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

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					lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2: Establish baseline level of performance and transition students to EOC exams.	2012 Current Level of Performance:* Not available	2013Expected Level of Performance:* Improved from baseline	2.1. Insufficient standard based instruction	2.1. Set and communicate a purpose for learning and learning goals in each lesson	2.1. AP who evaluates teacher	2.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	2.1. Walkthrough & Lesson Plans
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Continuing education to implement Common Core State Standards in classroom	11	Tracy Newman	All Social Science Instructors	Ongoing	Walkthrough / Teacher Evaluation	Fuller
DBQ (Document Based Questions) ; ongoing training	11	District	All Social Science Instructors	Ongoing	Walkthrough / Teacher Evaluation	Fuller

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
Classroom Activities	Discretionary funds		$200.00
		Subtotal:	$200.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
District and state training supporting transition to EOC's			$2,000.00
District and state training supporting transition to Common Core State Standards			
		Subtotal:	$2,000.00

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Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
		Total:	**$2,200.00**

End of U.S. HistoryGoals

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<u>**Attendance Goal(s)**</u>

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance <u>Attendance Goal #1:</u> The number of students with excessive absences (greater that 10) will decrease from 413 to 372 during the 2012-13 school year.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>	1.1. Lack of student engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
	64% (233)	74% (263)					
	<u>2012 Current Number of Studentswith Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	413 (63%)	10% decrease from prior year					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013Expected Number of Students with Excessive Tardies (10 or more)</u>					
	0	10% decrease from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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<table>
<tr><td colspan="7" align="center">Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.</td></tr>
<tr>
<td>PD Content /Topic and/or PLC Focus</td>
<td>Grade Level/Subject</td>
<td>PD Facilitator and/or PLC Leader</td>
<td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td>
<td>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td>
<td>Strategy for Follow-up/Monitoring</td>
<td>Person or Position Responsible for Monitoring</td>
</tr>
<tr>
<td>Student Engagement PLC</td>
<td>All</td>
<td>Fuller</td>
<td>All</td>
<td>During Bi-weekly PLC's</td>
<td>Monitoring of attendance data</td>
<td>Fuller, Kretz</td>
</tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

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
Positive incentives for improvement in attendance	Supplies for G.A.M.E.	Unrestricted donations	$2,300.00
	Gift Certificates, special events		$500.00
			Subtotal:$2,800.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
		Total:	$2,800.00

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: The total number of suspensions, both in and out of school will decrease by 10% during the 2012-13 school year. The total number of students receiving either in or out of school suspensions will decrease by 10% during the 2012-13 school year. The total number of black students receiving either in or out of school suspensions will decrease by 15% during the 2012-13 school year.	2012Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions	1.1. Lack of Student Engagement The transient nature of our students is a challenge to the accurate recording of data. Our discipline data is not true Bayside data since when students enter Bayside, their previous disciplinary data is merged with our data.	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
	13% (85)	10% decrease from prior year					
	2012Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	9% (59)	10% decrease from prior year					
	2012Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	740	10% decrease from prior year					
	2012Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	176	10% decrease from prior year					
			1.2. Students come to Bayside with a history of school failure. They have received more attention for negative behaviors than positive behaviors	1.2. Expand a Reward /Recognition Program that identifies incentives so students learn positive incentives for appropriate behavior. Provide a campus monitor to provide visibility and	1.2. Administrators Fuller, Kretz, School Based Leadership Team	1.2. Reduction in the number of referrals, number of suspensions both in and out of school and number of students receiving them	1.2. Discipline data

		promote positive interactions with students.				
		1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Update on school expectations and positive incentive program	All	Fuller, Kretz	All School staff	Bi-weekly RtI	Monitoring of discipline data monthly and at semester	Assistant principal

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
Provide positive incentives	Unrestricted Donations	Community Partners	$300.00
			Subtotal: $300.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
	Release time, PLC time		
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Increase adult visibility to discourage student misbehavior	Campus monitor	Special district allocation	$30,000.00
			Subtotal: $30,000.00

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Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:	**$30,300.00**

End of Suspension Goals

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.* Increase the graduation rate and decrease the dropout rate at Bayside High and in Pinellas County	2012 Current Dropout Rate:* 5.6% (37) 2012 Current Graduation Rate:* N/A	1.1. Students lack skills to plan for future aspirations and create educational goals	1.1. Implement High Yield Instructional Strategies	1.1. Principal	1.1.	1.1. Walkthrough and teacher appraisal
	2013 Expected Dropout Rate:* 10% decrease from prior year (34) 2013 Expected Graduation Rate:* Improve rate from prior year					
		1.2. Students enter Bayside with a history of poor school attendance and enrollment discontinuities	1.2. Provide Transition Coach to assist students new to Bayside and monitor their progress towards goals and personal responsibility. Provide an extensive credit recovery program including NoveNet and after school enhanced learning program (ELP)	1.2. Administrataors: Fuller, Kretz, Nova Net and ELP teachers	1.2. Number of credits earned in credit recovery classes and through course modifications	1.2. Portal, credits earned
		1.3.	1.3.	1.3.	1.3.	1.3.

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Dropout Prevention Professional Development

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

Dropout Prevention Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Monitor Student Progress	Transition Coach position	Special district allocation	$60,000.00
Extended Learning Program			
		Subtotal:	$60,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount

			Subtotal:
		Total:	**$60,000.00**

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)		Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*		1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. SBLT	1.1.	1.1.
Increase parental access to information concerning individual student progress.	**2012 Current level of Parent Involvement:*** 37% of parents used Parent Portal to monitor student progress / **2013 Expected level of Parent Involvement:*** 50% of parents will use Parent Portal to monitor student progress					
		1.2. Disconnect between school and families. Because of the transient nature of our population, we have difficulty maintaining up to date parent contact information. Phone numbers and addresses change frequently.	1.2. Follow up with students after ConnectEd calls indicate a bad number or when mail is returned. Remind students to provide accurate phone and address information through periodic morning announcements. Encourage parent participation in Back to School Nights	1.2. Administrative support staff personnel: Afllitto Media teacher: McIntosh LCSW: McKilliop	1.2. Percentage of missed calls will improve; Amount of parent contacts will increase.	1.2. ConnectEd Logs

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		1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

Parent Involvement Budget

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

			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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

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

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

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STEM Professional Development

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

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

CTE Professional Development

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

CTE Budget(Insert rows as needed)

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

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

End of CTE Goal(s)

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Additional Goal I Wellness (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Wellness			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Provide comprehensive supports for a healthier school environment by achieving Broonze Level status in all eight components of the selfreport Healthy Schools Inventory.	2012 Current Level :*	2013 Expected Level :*					
	A Data Not yet meeting Bronze Level on Healthy Schools Inventory	A: Not yet meeting Bronze Level on Healthy Schools Inventory	A: Failure to form a Healthy School Team.	A: Complete Healthy Schools Program 6 Step Processonline https://schools.healthiergeneration.org/	A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse)	A: Completion of 6th Step of the Healthy School Program online (Celebrate Successes)	A: Healthy School Inventory (Evaluate Your School) online
	B Data: Being Fit Matters/Fitnessgram Data by school will be inserted here.	B Data: Being Fit Matters/Fitnessgram School will improve students' scores on one Being Fit Matters/Fitnessgram Assessment scores for selected by school.	B: Failure to assess students and upload Being Fit Matters/Fitnessgram data	B: Complete Pre and Post Being Fit Matters/Fitnessgram student assessments and upload data	B: physical education teachers	B: Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results	B: Being Fit Matters Statistical Report (Portal)
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Wellness Goals Professional Development

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

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

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

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			Subtotal:
			Total:

Additional Goal II Bradley MOU (s)

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

Additional Goal(s)		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black Academic Achievement Additional Goal #1: Improve the level of academic achievement in reading and math by 10%	**2012 Current Level :*** Reading: 0% (0.00) Math: (algebra) 50% (2) **2013 Expected Level :*** All black students to make learning gains in reading and math	1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough
		1.2.	1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

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

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

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

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	Subtotal:
	Total:

Additional Goal III Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Student Engagement for Black Students Additional Goal #1: There will be an increase in black student engagement and a reduction in referrals by 10%.	2012 Current Level :* **59%**	2013 Expected Level :* Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions	1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Additional MOU II Goals Professional Development

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

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

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

	Total:

Additional Goal IV Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black graduation rate Additional Goal #1: There will be an increase in black student graduation rate	2012 Current Level :* **N/A**	2013 Expected Level :*	1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Increase in black graduation rate
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Additional MOU Goals Professional Development

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

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

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

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

Additional Goal V Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black advanced Coursework Additional Goal #1: **There will be an increase percent of black students enrolled in rigorous advanced coursework** **There will be an increase in performance of black students in rigorous advanced coursework**	2012 Current Level :* Honors: #N/A (#N/A) DE: #N/A (#N/A) AP: #N/A (#N/A)	2013 Expected Level :* Increase from prior year	1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough Professional Development includes equity and cultural responsiveness
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Additional MOU Goals Professional Development

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

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

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

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

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

Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:	

End of Additional Goal(s)

Final Budget(Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:$10,000.00
Mathematics Budget	
	Total:$6,500.00
Science Budget	
	Total:$5,995.00
Writing Budget	
	Total:$4,074.00
Attendance Budget	
	Total:$2,800.00
Suspension Budget	
	Total:$30,300.00
Dropout Prevention Budget	
	Total:$60,000.00
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total: $119,669.00

End of Additional Goal(s)

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

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

Final Budget(Insert rows as needed)

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

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Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

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

X 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.

Describe the projected use of SAC funds.	Amount
No funds available.	$0