

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: 0751 Countryside High School	District Name: Pinellas County Schools
Principal: Gary Schlereth	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Mike Pate	Date of School Board Approval: Pending: October 19, 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.

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

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	Gerald M. Schlereth	B.S Health/Physical Education M. Ed. Health/Physical Education 30 Hours in Educational Leadership above Masters Certifications: Biology 6-12 Physical Education 6-12	9	18	2004-D-AYP-No 46% learning gains reading, 70% math, L25 43% in reading 2005-B AYP-No 54% learning gains reading, 75% in math, L25 56% reading 2006-B AYP-No 50% learning gains reading, 74% in math, L25 49% reading 2007-C AYP-No 55% learning gains reading, 73% in math, L25 53% reading 2008-C AYP-No 55% learning gains reading, 75% in math, L25 45% reading 2009-D AYP-No 50% learning gains reading, 71% in math, L25 44% reading 2010- AYP-No, 51% learning gains reading, 76% in math, L25 38% reading 2011-AYP-No, 53% learning gains reading, 81% math, L25 42% reading, 73% math 2012-AYP-pending, 62% learning gains reading, 63% math, L25 66% reading, 71% math
Assistant Principal	Lewis K. Curtwright Jr.	Doctoral Candidate M.A. Educational Leadership B. S. Biology education certified to teach Biology Chemistry Physics Mid grades Science endorsement Ed Leadership certification	8	8	2004-D-AYP-No 46% learning gains reading, 70% math, L25 43% in reading 2005-B AYP-No 54% learning gains reading, 75% in math, L25 56% reading 2006-B AYP-No 50% learning gains reading, 74% in math, L25 49% reading 2007-C AYP-No 55% learning gains reading, 73% in math, L25 53% reading 2008-C AYP-No 55% learning gains reading, 75% in math, L25 45% reading 2009-D AYP-No 50% learning gains reading, 71% in math, L25 44% reading 2010- AYP-No, 51% learning gains reading, 76% in math, L25 38% reading 2011-AYP-No, 53% learning gains reading, 81% math, L25 42% reading, 73% math 2012-AYP-pending, 62% learning gains reading, 63% math, L25 66% reading, 71% math
Assistant Principal	Cynthia Saginario	Bachelor's Degree in Math, Master's Degree in Educational Leadership	18	11	2004-D-AYP-No 46% learning gains reading, 70% math, L25 43% in reading 2005-B AYP-No 54% learning gains reading, 75% in math, L25 56% reading 2006-B AYP-No 50% learning gains reading, 74% in math, L25 49% reading 2011-AYP-No, 53% learning gains reading, 81% math, L25 42% reading, 73% math 2012-AYP-pending, 62% learning gains reading, 63% math, L25 66% reading, 71% math
Assistant Principal	Mary Beth Williams	Masters, Educational Leadership	0	2	Reading: 63%, Math: 62%, Writing: 81%, Science: 60%, Annual Learning Gains Reading: 66%, Annual Learning Gains Math: 72%, Lowest 25% Reading: 56%, Lowest 25% Math: 62%
Assistant Principal	Frederick Whitaker	Bachelors of Science in Business Distributive Education Masters in Educational Leadership Certifications is Business Technology 6-12 and Educational Leadership K-12	1	1	2012-AYP-pending, 62% learning gains reading, 63% math, L25 66% reading, 71% math

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

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Karen Mallory	Degrees: BA-English MA-Reading Education Certifications (Professional)	6	4	2009-2010 Countryside High School 52% Mastery for 10 th graders 2008-2009: School Grade D. Classroom Record (Critical Reading)-Reading Mastery: 29%, Learning Gains: 79%
Reading	Peggy Dupee		-	2	NA

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. Regular meetings of new teachers with the Peer Mentors	Ute Bennett	End of Year, May 2013
2. Ongoing meetings with administrators	Assistant Principals	Ongoing
3. Use of District Personnel Department; following district policies regarding recruitment of new staff.	Pro-Ed Facilitator	Ongoing
4. Assistant Principals and Lead Teachers will attend job fairs supported through Pinellas County Schools and participate in interviewing highly qualified applicants	Assistant Principals and Lead Teachers/Coach	Ongoing

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

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
<ul style="list-style-type: none"> • 93.2% (96) of Teachers not highly effective <ul style="list-style-type: none"> ○ 89% (92) Effective ○ 3.88 (4) Needs Improvement ○ 6.79% (7) Highly Effective 	<p>If there were to be any out of field teachers they will meet requirements set forth by the state for certification within the state determined timeline. Parents would be notified in writing if their son/daughter had a teacher that was out of field.</p> <p>For NOT highly effective teachers, professional development will be provided at County level and school level with support from administration, and success plans will be developed as needed for those low level teachers. Walkthroughs will be conducted regularly at least once every two weeks-utilizing evaluation indicator walkthrough tool to collect and analyze data to improve best teaching practices.</p>

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
114	2.63	13	41	50	42.98	6.79	12.28	5.26	8.77

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

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
Ute Bennett	Catherine Daum	Lead mentor is district trained in mentoring	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards;
Heather Boylan	Aleksandra Sycz (TTT)	Mentor is TTT trained, used to have rooms in same hallway	
District personnel/Rosemarie Ceraolo-O'Donnel	Kevin Prina (TTT)	District mentor for first year TTT teachers, district trained mentor at school in vicinity of new teacher	Discussing student progress and analyzing student work; Modeling or co-teaching lessons
District mentor/Heather Boylan (Dept Chair)/Kathy Swinehart (VE Specialist)	Fritzpatrick Saint Louis (TTT)	District mentor for first year teachers, school based mentors: Department Chair for lesson planning etc, VE specialist for case management	

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

Additional Requirements

Coordination and Integration-Title I Schools Only

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

<p>Title I, Part A</p> <p>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.</p>
<p>Title I, Part C- Migrant</p> <p>NA in Pinellas</p>
<p>Title I, Part D</p> <p>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.</p>
<p>Title II</p> <p>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.</p>
<p>Title III</p> <p>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.</p>
<p>Title X- Homeless</p> <p>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).</p>
<p>Supplemental Academic Instruction (SAI)</p> <p>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.</p>
<p>Violence Prevention Programs</p>
<p>Nutrition Programs</p> <p>Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.</p>
<p>Housing Programs</p>
<p>Head Start</p> <p>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.</p>

June 2012

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

Adult Education
Career and Technical Education
Job Training
Other

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team.
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: Meetings will be held the first three Wednesday s of the month after students are released.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The RTI team members were involved in writing the School Improvement Plan. Data and possible solutions were shared and discussed for implementation school wide. Priority concerns were addressed about school wide achievement. Several school wide strategies were discussed; the RTI team decided on a research-based strategy with several applications across all curriculum areas. Each of the major subject areas on this School Improvement Plan, English, Math, Science, Social Studies, and Writing, implemented the same strategies across curriculum.
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. FCAT scores from 2010/2011 for Countryside High and FAIR testing results determined the Tier one and Tier two strategies. Attendance and discipline data, ESE assessment results, and student failure rates determine the strategies for Tier three. Progress monitoring of the data is ongoing, with a data review calendar utilized.
Describe the plan to train staff on MTSS. The RTI leadership team shares the RTI information and processes with Department chairs, who then share with their staff through Department and PLC meetings. The Discipline Committee continues to work closely with the RtI team; they continue to implement the School Wide Behavior Plan. The instructional staff receives routine training and updates of RtI processes at monthly faculty meetings and during scheduled Pro-Ed Days and School Improvement training days.

Literacy Leadership Team (LLT)

June 2012

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

School-Based Literacy Leadership Team

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

Brenda Archer, Ute Bennett, Sharon Berry, Mike Cato, Rosemary Ceraolo-O'Donnell, Cynthia Gannon, Diana Garrett, Jennifer Gray, Steven Leo, Percy Peralta, Pete Peterson, Alice Pendergast, Suzanne Whipple

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

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

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

Support for text complexity

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

Public School Choice

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

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

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

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

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

****High Schools Only***

June 2012

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

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.

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.			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 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Reading Goal #1a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	28% (291)	Decrease level 1&2 from 43% To 33%					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. -Walkthrough -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.

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

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

		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 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
		1a.4 Lack of parental support	1a.4 Continue using school-wide literacy strategies developed and implemented in 2011-12 Seek to garner more parental support and involvement through increased utilization of CHS website, teacher websites, newsletters, ensuring open communication between teachers and parents via phone and email. Teachers to send regular updates via email or class newsletter regarding students' progress and class happenings.	1a.4 Literacy Leadership Team AP who evaluates teacher	1a.4. 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 *Teachers show evidence of parental contacts and newsletters to their AP	1a.4 Log frequency and outcome of parent contacts to show to teachers AP
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	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. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided	1b.2. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
<u>Reading Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Improve current level of performance	100%	Decrease level 1,2,3				

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool						
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading. <table border="1"> <tr> <td>Reading Goal #2a:</td> <td><u>2012 Current Level of Performance:*</u></td> <td><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td>Improve current level of performance</td> <td>29% (307)</td> <td>Increase level 4 and 5 by 5%</td> </tr> </table>			Reading Goal #2a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Improve current level of performance	29% (307)	Increase level 4 and 5 by 5%	2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Reading Goal #2a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>											
Improve current level of performance	29% (307)	Increase level 4 and 5 by 5%											
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. <table border="1"> <tr> <td>Reading Goal #2b:</td> <td><u>2012 Current Level of Performance:*</u></td> <td><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td>Improve current level of performance</td> <td>0%</td> <td>Increase level 7 by 5%</td> </tr> </table>			Reading Goal #2b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Improve current level of performance	0%	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 FAA access points	2b.1. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Reading Goal #2b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>											
Improve current level of performance	0%	Increase level 7 by 5%											
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	3a.1. -School Summary of observation section of teacher appraisal results						

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

<p>Reading Goal #3a: Improve current level of performance</p>	<p>2012 Current Level of Performance:*</p> <p>59% (551)</p>	<p>2013 Expected Level of Performance:*</p> <p>100%</p>				<p>of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>-IPI data when available -State instructional walkthrough when applicable -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)</p>
<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>			<p>3b.1. Lack of student engagement</p>	<p>3b.1. Differentiate Instruction</p>	<p>3b.1. AP who evaluates teacher</p>	<p>3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>3b.1. -School Summary of observation section of teacher appraisal results -IPI data when available -State instructional walkthrough when applicable -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)</p>
<p>Reading Goal #3b: Improve current level of performance</p>	<p>2012 Current Level of Performance:*</p> <p>42% (5)</p>	<p>2013 Expected Level of Performance:*</p> <p>100%</p>				<p>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.</p>	<p>3b.1. -School Summary of observation section of teacher appraisal results -IPI data when available -State instructional walkthrough when applicable -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)</p>
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.</p>			<p>4a.1. Lack of differentiation of instruction</p>	<p>4a.1. Differentiate Instruction</p>	<p>4a.1. AP who evaluates teacher</p>	<p>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</p>	<p>4a.1. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)</p>
<p>Reading Goal #4a: Improve current level of performance</p>	<p>2012 Current Level of Performance:*</p> <p>60% (145)</p>	<p>2013 Expected Level of Performance:*</p> <p>100%</p>				<p>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</p>	<p>4a.1. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)</p>

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

						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.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *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				
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.			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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)				
Reading Goal #4b: Improve current level of performance			<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td>42% (5)</td> <td>100%</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	42% (5)	100%				
2012 Current Level of Performance:*	2013 Expected Level of Performance:*										
42% (5)	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	4b.2. -Evidence of core teachers and intervention teachers communicating and planning; -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon				

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

					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	request and weekly lesson plans due once per month)	
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%.	Baseline data 2010-2011 50	58	67	75	83	92	100
	Reading Goal #5A: In six year school will reduce their achievement gap by 50%.						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation	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	5b.1. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)	
Reading Goal #5B: Improve current level of	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

performance	White: 78% (467) Black: 5% (27.00) Hispanic: 12% (73.00) Asian: 3% (16.00) American Indian: 0% (1.00)	100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%	of instruction			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.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
<u>Reading Goal #5C:</u> Improve current level of performance	<u>2012 Current Level of Performance:</u> 25% (22)	<u>2013 Expected Level of Performance:</u> 100% of ELL students to make a learning gain An increase in proficiency by 10%					
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. Lack of differentiation	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student	5d.1. -Walkthroughs (Minimum of 4 walkthroughs

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

<p>Reading Goal #5D: Improve current level of performance</p>	<p>2012 Current Level of Performance: 23% (20)</p>	<p>2013 Expected Level of Performance: 100% of all SWD students to make a learning gain An increase in proficiency by 10%</p>	<p>of instruction</p>			<p>interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)</p>
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>			<p>5e.1. Lack of differentiation of instruction</p>	<p>5e.1. Differentiate Instruction</p>	<p>5e.1. AP who evaluates teacher</p>	<p>5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5e.1. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)</p>
<p>Reading Goal #5E: Improve current level of performance</p>	<p>2012 Current Level of Performance: 40% (149)</p>	<p>2013 Expected Level of Performance: 100% of economically disadvantaged students will learning gain An increase in proficiency by 10%</p>					

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities
Please note that each strategy does not require a professional development or PLC activity.

June 2012
Rule 6A-1.099811
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
Literacy and AVID Strategies	9-12	PLC leader/LLT leaders	PLC	PLC meetings twice a month	Turn in student samples with strategies	SBLT

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
			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: NA-MAJORITY OF SCHOOL BASED BUDGET USED TO FUND COPYING COSTS FOR TEACHERS DUE TO DECREASE IN FUNDING			

End of Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking.		1.1. Previous educational and English language experience	1.1. Provide formative assessments to inform differentiation in instruction based on previous experience	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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
Improve current level of performance	49%					
Number of students tested on CELLA:	(39)					
80		2.1. Difficulty in truly achieving equal access to special programs (ESE, attractors, and magnet programs)	2.1. Differentiate Instruction	2.1. AP who evaluates teacher	2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level * Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) * Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners * Teachers provide small group instruction 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	2.1. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

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

					express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading.		2.2. Previous educational and English language experience	2.2.a Implement High Yield Instructional Strategies 2.2.b Use of differentiated texts	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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
<u>CELLA Goal #2:</u>	<u>2012 Current Percent of Students Proficient in Reading :</u>					
Improve current level of performance	25% (20)					
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing.		3.1. Previous educational and English language experience	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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
<u>CELLA Goal #3:</u>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
Improve current level of performance	26% (21)					

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

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: NA-MAJORITY OF SCHOOL BASED BUDGET USED TO FUND COPYING COSTS FOR TEACHERS DUE TO DECREASE IN FUNDING

End of CELLA Goals

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

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	100%	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 knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

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

		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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
		1a.4. Student cognitive ability	1a.4. Differentiated Instruction	AP who evaluates teacher	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	-Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -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.		2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b.1. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Improve current level of performance	0%	Increase level 7 by 5%				
		2.2. Student cognitive ability	2b.2	2b.2	Evidence of: Teachers provide instruction which is	2b.2

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

			Differentiated Instruction	AP who evaluates teacher	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	-Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
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 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Mathematics Goal #3:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Improve current level of performance	75% (9)	100% of students will make learning gains				
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	4a.1. -School Summary of observation section of teacher appraisal results -IPI data when available -State instructional walkthrough when applicable -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and
Mathematics Goal #4:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Improve current level of performance	71% (46)	100% of students will make learning				

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

		gains				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.	formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
			4.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4.2. Create intervention that support core instructional goals and objectives	4.2. SBLT	4.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4.2. -Evidence of core teachers and intervention teachers communicating and planning; -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
			4.3	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.				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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Algebra Goal #1: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
	39% (143)	Decrease level 1 and 2 By 10%					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies <i>Differentiated Instruction</i> <i>Avid strategies</i>	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback;	1a.2. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

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

					Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor <i>Differentiated Instruction</i> <i>Avid strategies</i>	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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
		2.a.1 <i>Keeping students motivated and engaged.</i>	2.a.1 Differentiate instruction AVID strategies	2.a.1 AP who evaluates teacher	2.a.1 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	2.a.1 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
		3.a.1 <i>Time Constraints</i>	3.a.1 <i>Group Collaboration</i>	3.a.1 <i>Department Head</i>	3.a.1 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	3.a.1 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction <i>Avid strategies</i>	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b.1. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
<u>Algebra Goal #2:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> 6% (21)	<u>2013 Expected Level of Performance:*</u> Increase level 4 and 5 by 5%					
			2.2 Time constraints	2b.2 <i>Group Collaboration</i>	2b.2 <i>Department Head</i>	2b.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	2b.2 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
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

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

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

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 50		45%	56%	67%	78%	89%	100%
	Algebra Goal #3A: Improve current level of performance							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.			5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)	
Algebra Goal #3B: Improve current level of performance	2012 Current Level of Performance: * White: 64% 105 Black: 10% 17 Hispanic: 18% 30 Asian: 4% 7.00 American Indian: 1%	2013 Expected Level of Performance: * 100% of all students subgroups by ethnicity to make a learning gain Increase proficiency of all student subgroups by ethnicity by 10%						

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

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			5B.3.	5B.3.	5B.3.	5B.3.	3B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	3B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction Avid Strategies	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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Algebra Goal #3C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	60% (24)	100% of ELL students to make a learning gain Increase proficiency of ELL students by 10%					
			5C.2. Time constraints	5c.2 <i>Group Collaboration</i>	5c.2 <i>Department Head</i>	5c.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	3C.2. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction Avid strategies	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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
<u>Algebra Goal #3D:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> <i>*Data not yet provided by state</i>	<u>2013 Expected Level of Performance:*</u> 100% of all SWD students to make a learning gain Increase proficiency of SWD students by 10%	5D.2. Time constraints	5d.2 <i>Group Collaboration</i>	5d.2 <i>Department Head</i>	5d.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	5d.2 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

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

					Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
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 AVID strategies	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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
<u>Algebra Goal #3E:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> 56% (108)	<u>2013 Expected Level of Performance:*</u> 100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%				
		5E.2 Time constraints	5d.2 <i>Group Collaboration</i>	5d.2 <i>Department Head</i>	5d.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	5d.2 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

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

					personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
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End of Algebra EOC Goals

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

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

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.			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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	49% (327)	Decrease level 1 and 2 students					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies AVID strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose	1a.2. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and

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

					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	formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
		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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -Teacher Appraisal Results
		1a.4. Time constraints	1a.4 <i>Group Collaboration</i>	1a.4 <i>Department Head</i>	1a.4 Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.4 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.		2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction AVID strategies	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students’ readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b.1. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)	
Geometry Goal #2:	2012 Current Level of Performance:*						
Improve current level of performance .	<i>Data not yet available from state.</i>	Increase level 4 and 5 by 5%					
		2.2. Time constraints	2b.2 <i>Group Collaboration</i>	2b.2 <i>Department Head</i>	2b.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	2b.2 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)	
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

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

<p>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>								
<p><u>Geometry Goal #3A:</u> Improve current level of performance</p>									
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>			<p>5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction</p>	<p>5b.1. Differentiate Instruction AVID strategies</p>	<p>5b.1. AP who evaluates teacher</p>	<p>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.</p>	<p>5b.1. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)</p>		
<p><u>Geometry Goal #3B:</u> Improve current level of performance</p>			<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
<p>Data not yet available from state.</p>			<p>100% of all student subgroups to make a learning gain</p>	<p>Increase proficiency of all student subgroups by 10%</p>					
					<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>3B.2. 3B.3.</p>

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following 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 AVID strategies	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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Geometry Goal #3C:	2012 Current Level of Performance:*					
Improve current level of performance	<i>Data not yet available from state.</i>	100% of ELL students to make a learning gain Increase proficiency of of ELL students by 10%				
		5c.2. Time constraints	5c.2 <i>Group Collaboration</i>	5c.2 <i>Department Head</i>	5c.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	5c L.2 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction AVID strategies	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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
<u>Geometry Goal #3D:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> <i>Data not yet available from state.</i>	<u>2013 Expected Level of Performance:*</u> 100% of SWD students to make a learning gain Increase proficiency of SWD students by 10%					
			5D.2. Time constraints	5d.2 <i>Group Collaboration</i>	5d.2 <i>Department Head</i>	5d.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	5d.2 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction AVID strategies	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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
<u>Geometry Goal #3E:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> <i>Data not yet available from state.</i>	<u>2013 Expected Level of Performance:*</u> 100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%					
			5E.2 Time constraints	5e.2 <i>Group Collaboration</i>	5e.3 <i>Department Head</i>	5e.3 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	5e.3 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

End of Geometry EOC Goals

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

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
AVID Strategies, Geometry based	9-12	PLC leader/LLT leaders	PLC	PLC meetings twice a month	Turn in student samples with strategies	PLC Leader

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
			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

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

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

Subtotal:
Total: NA-MAJORITY OF SCHOOL BASED BUDGET USED TO FUND COPYING COSTS FOR TEACHERS DUE TO DECREASE IN FUNDING

End of Mathematics Goals

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

Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Science Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	50%	Decrease level 1,2, and 3	1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support	1a.2. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

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

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

					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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -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 science.		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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Science Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Improve current level of performance	42%	Increase the level 7 by 5%				
			2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3

End of Florida Alternate Assessment High School Science Goals

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Biology Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	36% (209)	Decrease the level 1 and 2					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
			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	1a.3. -Walkthroughs (Minimum of 4 walkthroughs per semester)

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

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

					<p>is aligned with the cognitive complexity levels of standards and benchmarks</p> <p>The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks</p> <p>Students are provided with appropriate scaffolding and supports to access higher order questions and tasks</p>	<p>-Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)</p> <p>-Teacher Appraisal Results</p>
		<p>1a.4. Many students do not define success by grades and therefore motivating them can be very challenging</p>	<p>1a.4. <i>Differentiated Instruction</i></p>	<p>1a.4. AP who evaluates teacher</p>	<p>1a.4. <i>Determine Lesson:</i></p> <ul style="list-style-type: none"> *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 	<p>1a.4. <i>Walkthroughs and lesson plans</i></p>
		<p>1.a.5 Number of students at inadequate reading levels for the course; poor class attendance; budgetary constraints; time to sufficiently cover the twenty four annually assessed benchmarks by the end of April (county pacing guide).</p>	<p>1a.5 Implement High Yield Instructional Strategies</p> <p>Avid Strategies</p> <p>Placement in support reading classes</p>	<p>1a.5 AP who evaluates teacher</p> <p>Classroom teachers</p> <p>Guidance counselors</p>	<p>1a.5 <i>Determine Lesson:</i></p> <ul style="list-style-type: none"> *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 	<p>1a.5 Summative assessments FAIR testing</p>

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

					<i>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it</i> <i>*Teacher reference to the scale or rubric throughout the lesson</i>	
		1a.6 Inadequate lab facilities for the number of students and labs required by the county pacing guide.	1a.6 Collaboration Sharing of facilities	1a.6 Department Chair	1a.6 Determine teacher and classroom needs	1a.6 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
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 proper implementation 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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Biology Goal #2: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	<i>Data not yet available from state.</i>	Increase level 4 and 5 by 5%	2.1. Increase instructional rigor			
		2.2 Inadequate lab facilities for the number of students and labs required by the county pacing guide.	2.2 Collaboration Sharing of facilities	2.2 Department Chair	2.2 Determine teacher/student and classroom needs	2.2 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

End of Biology EOC Goals

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

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy, AVID Strategies, Science based	9-12	PLC leader/LLT leaders	PLC	PLC meetings twice a month	Turn in student samples with strategies	SBLT

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
			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: NA-MAJORITY OF SCHOOL BASED BUDGET USED TO FUND COPYING COSTS FOR TEACHERS DUE TO DECREASE IN FUNDING			

End of Science Goals

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Writing Goal #1a: Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance of level 3 students by 3%	Level 3: 90% 461	Decrease level 1,2 and 3 students					
	Level 4: 42% (217)	Level 3: 91%					
	Level 3: 89%		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

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

			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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -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 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.1. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Writing Goal #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	Level 4,5,6 100%	Decrease level 1,2 and 3 students					
	Level 7,8,9 0%		2b.2. Students' cognitive and/or physical ability	2b.2 Differentiated Instruction	2b.2 AP who evaluates teacher	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	2b.2 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

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

					Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	-Teacher Appraisal Results
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End of Writing Goals

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

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Establish baseline level of performance	Not available	Improved from baseline					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled	1a.2. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

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

					Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		Ia.3. Insufficient standard based instruction	Ia.3. Increase instructional rigor	Ia.3. AP who evaluates teacher	Ia.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	Ia.3. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -Teacher Appraisal Results
		Ia.4. <i>Student apathy</i>	Ia.4. <i>Thumbs up and thumbs down survey</i>	Ia.4 AP who evaluates teacher	Ia.4 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	Ia.4 AP who evaluates teacher
		Ia.5. <i>Student Access To Technology</i>	Ia.5 <i>Document based questioning (DBQ's) checks for understanding (quick writes) Use of Media Center</i>	Ia.5 Department Head	Ia.5. 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	Ia.5 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)

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

					personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		<i>1a.7. Copy Limits</i>	<i>1a.6 Classroom copies Use of technology</i>	1a.6 Department Chair	1a.6 Determine: * Classroom needs * Resources available	1a.6 -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.		2.1. Insufficient standard 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. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
<u>U.S. History Goal #2:</u> Establish baseline level of performance	<u>2012 Current Level of Performance:*</u> Not available	<u>2013 Expected Level of Performance:*</u> Improved from baseline				
			2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3

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

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
Literacy, AVID Strategies, Content specific training	9-12	PLC leader/LLT leaders	PLC	PLC meetings twice a month	Turn in student samples with strategies	SBLT

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

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

June 2012
 Rule 6A-1.099811
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Total: NA-MAJORITY OF SCHOOL BASED BUDGET USED TO FUND COPYING COSTS FOR TEACHERS DUE TO DECREASE IN FUNDING

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of student engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
Improve current level of performance	92%	Greater than prior year					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	981	10% decrease from prior year					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	0	10% decrease from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**June 2012
Rule 6A-1.099811
Revised April 29, 2011**

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

Peer collaboration via PLC's	9-12	PLC leader/LLT leaders	PLC	PLC meetings twice a month	Turn in student samples with strategies	SBLT

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Total: NA-MAJORITY OF SCHOOL BASED BUDGET USED TO FUND COPYING COSTS FOR TEACHERS DUE TO DECREASE IN FUNDING			

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.a Lack of Student Engagement	1.1.a Positive behavior supports are in place in the form of an effective school wide behavior plan. Each teacher submits a classroom management plan, teaches plan to students and follows or adapts plan as necessary	1.1. SBLT and RtI team	1.1.a 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.a -Walkthroughs -Teacher evaluations -Student assessment results as measured by common assessments
Suspension Goal #1: Improve current level of performance	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	1.1.b. Parental support.	1.1.b school personnel contact parents		1.1.b Parent contact logs (on SIS/Portal or handwritten) 1.1.c small group sessions use research based curriculum to teach behavioral/social skills 1.1.d One on one interview with students who are frequently in IC	1.1.b. -Teacher obtaining parental feedback (emails, phone calls, class newsletters, etc.) -Number of parents signed up for Parent Portal -Number of volunteers and hours logged
	1294	10% decrease from prior year					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School	1.1.c Aligning in school suspension (IC) program with behavioral strategies	1.1.c Frequently suspended students will participate in small group behavioral sessions aimed to determine and correct their misbehavior. Training for school personnel to conduct the small group sessions			
	369	10% decrease from prior year					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions	1.1.d. If behavioral course were added, funding would need to be provided for behavioral specialist/teacher.	1.1.d reflective/improvement module for students built into time in IC. Training for IC teacher to reflect with students and guide students			
	1520	10% decrease from prior year					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	337	10% decrease from prior year					
						1.1.d. If behavioral course were added, funding would need to be provided for behavioral specialist/teacher.	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

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
Peer collaboration via PLC's	9-12	PLC leader/LLT leaders	PLC	PLC meetings twice a month	Turn in student samples with strategies	SBLT

Suspension Budget (Insert rows as needed)

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

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

Subtotal:
Total: NA-MAJORITY OF SCHOOL BASED BUDGET USED TO FUND COPYING COSTS FOR TEACHERS DUE TO DECREASE IN FUNDING

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: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>			1.1. Students lack skills to plan for future aspirations and create educational goals	1.1. Implement High Yield Instructional Strategies	1.1. Principal Guidance Counselors	1.1. Continual monitoring of students behavior, attendance and performance to identify at risk student for interventions.	1.1. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -Teacher appraisal data -Dropout data, attendance rates, assessment scores, class performance- (obtained via FOCUS)
Improve current level of performance	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	.5%	.5%					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	Pending	Improve rate from prior year					
				1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Dropout Prevention discussion via PLC's	9-12	PLC leader/LLT leaders	PLC	PLC meetings twice a month	Turn in student samples with strategies	SBLT

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

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

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Dropout Prevention Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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: NA-MAJORITY OF SCHOOL BASED BUDGET USED TO FUND COPYING COSTS FOR TEACHERS DUE TO DECREASE IN FUNDING			

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)).

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. SBLT	1.1. Collect data from Focus to determine level of portal logins	1.1. -Collect data from Focus to determine level of portal logins -Administrators assess teachers level of parent communication through evaluation tools -Collect data from Focus to determine number of volunteer hours and areas of volunteerism.
Improve current level of performance	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	33.86%	36%					
Portal logins by parents			1.2. Families are restricted with their daily activities and transportation issues. They may not be able to attend programs due to time constraints.	1.2. Combine several topics of concern into an event or program that will encourage a larger turnout.	1.2. PTSA President and Family and Community Liaison	1.2. Collect participation data and family surveys.	1.2. Parent attendance sign in sheets
2011/2012 2478 839 33.86%							
Volunteer Hours			1.3. Families may not receive information about the programs available.	1.3. Remind parents through e-mail and Connect Ed messages about the programs available.	1.3 Principal and Parent Liaison.	1.3. Verify call logs for Connect Ed and e-mail addresses	1.3. Parent attendance sign in sheets
14341.5							

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
PLC focus on parental communication	9-12	PLC leader/LLT leaders	PLC	PLC meetings twice a month	Turn in student samples with strategies	SBLT

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

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: NA-MAJORITY OF SCHOOL BASED BUDGET USED TO FUND COPYING COSTS FOR TEACHERS DUE TO DECREASE IN FUNDING

End of Parent Involvement Goal(s)

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

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: To increase the passing rate on EOC for Algebra, Geometry, Biology, as well AP test results for math and science courses and industry certification tests by 3%.	1.1. Low level Readers Low Level Writers Low Level Math	1.1. Offer a variety of tutoring/extra help before and after school	1.1 AP in charge of program/Cindy Saginario	1.1. Midterm Assessments Final Assessments	1.1. -Certifications -Student assessment results (EOC)
	1.2. Engagement	1.2. Mentoring	1.2. Dept. Chairs of Science/Math/English/History	1.2. EOC exams	1.2. EOC exams
	1.3. Attendance	1.3. Differentiated Instruction	1.3. Dept. Chairs of Science/Math/English/History	1.3. FCAT	1.3. FCAT

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
Integration Train	9-12	Beth Walsh	STEM Group	Throughout Year	Implementation of training	AP in charge of program/Cindy Saginario
Training/Pacing software	9-12	Mike Siemion	STEM Group	TBD	Implementation of training	AP in charge of program/Cindy Saginario
Program Technology	9-12	Diana Garrett	STEM Group	TBD	Implementation of training	AP in charge of program/Cindy Saginario

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

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: NA-MAJORITY OF SCHOOL BASED BUDGET USED TO FUND COPYING COSTS FOR TEACHERS DUE TO DECREASE IN FUNDING

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: <i>To Increase the passing rate on EOC for Algebra, Geometry, Biology, as well AP test results for math and science courses and industry certification tests by 3%.</i>	1.1. English classes will include multiple level 9 reading comprehension activities.	1.1. Assess and implement differentiated instruction.	1.1. Teacher and administration	1.1. Certification test results Teacher observation Student projects Test scores FCAT scores	1.1. Project rubrics Student portfolios FCAT Scores
	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
Reading strategies	9-12	Dept Chair	PLC's	TBD	Ongoing Training	Dept Chair

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

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

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

			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: NA-MAJORITY OF SCHOOL BASED BUDGET USED TO FUND COPYING COSTS FOR TEACHERS DUE TO DECREASE IN FUNDING			

End of CTE Goal(s)

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

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.
<u>Additional Goal #1:</u>	2012 Current Level :*	2013 Expected Level :*	A: Failure to form a Healthy School Team.	A: Complete Healthy Schools Program 6 Step Process online 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 6 th Step of the Healthy School Program online (Celebrate Successes)	A: Healthy School Inventory (Evaluate Your School) online
Improve current level of performance	A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory	Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory					
<i>Improve level on healthy schools inventory.</i>	Meeting Bronze Level on Healthy Schools Inventory	Meeting Bronze Level on Healthy Schools Inventory					
<i>Goal B Limit on-line credit in the wellness area to special needs students.</i>	Meeting Silver Level on Healthy Schools Inventory	Meeting Silver Level on Healthy Schools Inventory					
	Meeting Gold Level on Healthy Schools Inventory	Meeting Gold Level on Healthy Schools Inventory	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)
	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	<i>Media does not promote. Time restraints. Class size. Negative body image of adolescence.</i> <i>Limited requirements for Physical Education credits. Current credits needed only</i>				Teachers check for understanding by collecting the exercise plans

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

		selected by school.	<i>1 credit, should be increased to 2 full years of PE.</i>				
			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
Wellness	9-12	Steers	Voluntary	TBD	Wellness Monitoring	Wellness Coordinator-Anita Steers

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			

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: Wellness funds provided through district			

Additional Goal II Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black Academic Achievement			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction AVID strategies	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	1.1. -Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
<u>Additional Goal #1:</u> There will be an increase in black student achievement	<u>2012 Current Level :*</u> Reading: 5% (27.00) Math: (algebra) 10% (17)	<u>2013 Expected Level :*</u> All black students to make learning gains in reading and math					

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

						understanding in different ways, which includes varying degrees of difficulty.	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literature on the achievement gap and working with black students	9-12 all	PLC leaders	All teachers	At least at two PLC meetings	Implement strategies	SBLT

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

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

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: NA			

Additional Goal III Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Student Engagement for Black Students			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
There will be an increase in black student engagement	21% (133)	Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU II Goals Professional Development

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

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

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literature on the achievement gap and working with black students	9-12 all	PLC leaders	All teachers	At least at two PLC meetings	Implement strategies	SBLT

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: NA

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

Additional Goal IV Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black graduation rate			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan, 5000 Role Models club and Born Eagles specifically for African American students that meets once a month	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
Additional Goal #1: There will be an increase in black student graduation rate	2012 Current Level :*	2013 Expected Level :*					
	Not Yet Available from state						
			1.2. teachers intimidated by students	1.2. literature on engaging and motivating black students distributed and discussed in PLC	1.2. SLBT/LLT	1.2. PLC meetings	1.2. see 1.1
			1.3. peer pressure to socialize and culture of underachievement	1.3. limit hall passes/monitor halls	1.3. hall monitor	1.3. hall monitor referrals	1.3. see 1.1

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
Literature on the achievement gap and working with black students	9-12 all	PLC leaders	All teachers	At least at two PLC meetings	Implement strategies	SBLT

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

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

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

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

Additional Goal V Bradley MOU (s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black advanced Coursework		1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural 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. Walkthroughs (Minimum of 4 walkthroughs per semester) -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -Professional Development includes equity and cultural responsiveness
Additional Goal #1: <i>There will be an increase percent of black students enrolled in rigorous advanced coursework</i> <i>There will be an increase in performance of black students in rigorous advanced coursework</i>	<u>2012 Current Level :*</u> Honors: 7% (80) DE: 5% (8) AP: 4% (13)	<u>2013 Expected Level :*</u> Honors: 10% DE: 8% AP: 7%				
			1.2.	1.2.	1.2.	1.2.
			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
Literature on the achievement gap and working with black students	9-12 all	PLC leaders	All teachers	At least at two PLC meetings	Implement strategies	SBLT

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

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

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

End of Additional Goal(s)

2012-2013 School 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:
NA: Discretionary funds not available. Any items (technology or books) purchased through county funds. Majority of school funds used to run copy machines.	
Grand Total:	

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

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.
The School Advisory will be involved in the approval of the SIP Plan and problem solving ongoing operational issues that the school faces throughout the school year.

Describe the projected use of SAC funds.	Amount
No funding from the school district due to the economic situation.	na