

# FLORIDA DEPARTMENT OF EDUCATION



## School Improvement Plan (SIP) Dorothy Thomas Special Day School

### 2012-2013 SCHOOL IMPROVEMENT PLAN

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

**PART I: SCHOOL INFORMATION**

School Name: Dorothy Thomas Special Day School	District Name: Hillsborough
Principal: Merrill Fallis	Superintendent: MaryEllen Elia
SAC Chair: Alex Hernandez	Date of School Board Approval: Pending School Board Approval

**Student Achievement Data:**

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](#)

**Highly Qualified Administrators**

List your school’s highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Merrill Fallis	Masters of Communication Disorders; Educational Specialist – Education Leadership; Principal Certification; ESE; Speech and Language	9	6	School Grade: NA
Assistant Principal	NA				

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

**Highly Qualified Instructional Coaches**

List your school’s highly qualified 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 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	Amy Himes	Reading Middle Grades Guidance And Counseling English Administration/Superv ision ESOL	1	9	10/11: A 69% AYP 09/10: A 74% AYP 08/09: A 87% AYP 07/08: A 95% AYP

**Highly Qualified Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District staff	June	
2. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
3. District Mentor Program	District Mentors	ongoing	

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

4. District Peer Program	District Peers	ongoing	
5. School-based teacher recognition system	Principal	ongoing	
6. Opportunities for teacher leadership	Principal	ongoing	
7. Regular time for teacher collaboration	Principal	ongoing	

**Non-Highly Qualified Instructors**

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

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"> <li>6 teachers are out of field</li> </ul>	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><b><u>Administrators</u></b>            Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> <li>Preparing and taking the certification exam</li> <li>Completing classes need for certification</li> <li>Provide substitute coverage for the teachers to observe other teachers</li> <li>Discussion of what teachers learned during the observation(s)</li> </ul> <p><b><u>Academic Coach</u></b></p> <ul style="list-style-type: none"> <li>The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis</li> </ul> <p><b><u>Subject Area Leader/PLC</u></b></p> <ul style="list-style-type: none"> <li>The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.</li> </ul>

**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)).

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

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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
24	1% (1)	20% (5)	12% (3)	64% (16)	20% (5)	87% (21)	20% (5)	0%	70% (16)

## Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Beth Wilt	Leora Chai	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Beth Wilt	Valerie Rey	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

## Additional Requirements

### Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant NA

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

Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs NA
Nutrition Programs NA
Housing Programs NA
Head Start NA
Adult Education NA
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. <b><u>Elementary</u></b> The leadership team includes:

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

- Principal
  - 2 ESE Specialists
  - Administrative Resource Teacher
  - Guidance Counselor
  - School Psychologist
  - Social Worker
  - Academic Coaches (Reading)
  - ESE teacher
  - Representatives from the PLCs for each grade level, K-12
  - SAC Chair
  - ELP Coordinator
  - ***Attendance Committee Representative***
- (Note that not all members attend every meeting, but are invited based on the goals and purpose of the meeting)

### **Middle/High**

The Leadership team includes:

- Principal
- 2 ESE Specialists
- Administrative Resource Teacher
- Guidance Counselor
- School Psychologist
- Social Worker
- Academic Coaches (Reading)
- ESE teacher
- Subject Area Leaders (Middle)
- Team Leaders (Middle)
- Department Heads (High)
- SAC Chair
- ELP Coordinator
- ***Attendance Committee Representative***

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?

The ***Leadership team meets Monthly. Specific responsibilities include:***

- Oversee the multi-layered model of ***instructional*** delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- ***Ensure the master schedule incorporates allocated time for intervention support at all grade levels.***

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

- Determine scheduling needs, *and assist teacher teams in identifying research-based instructional* materials and intervention resources *at Tiers 2/3*
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/charts conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (*e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys*)
- *Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)*
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs
  - *Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding* (data will be collected *and analyzed* by PLCs and *reported to the Leadership Team/PSLT*)
  - *Use of Common Core Assessments by teachers teaching the same grade/subject area/course* (data will be collected *and analyzed* by PLCs and *reported to the Leadership Team/PSLT*)
  - Implementation of research-based scientifically validated instructional strategies and/or interventions. (*as outlined in our SIP*)
  - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- *On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.*
- *Support the* planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs *and Specialty PSLT.*
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

### Elementary/Middle/High

- The Chair of SAC is a member of the *Leadership Team/PSLT.*
- *The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.*
- The School Improvement Plan is the working document that guides the work *of the Leadership Team and all teacher teams.* The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- *Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).*
- *The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.*
- The *Leadership Team/PSLT* and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation) to:
  - *Use the problem-solving model when analyzing data:*
    1. *What is the problem? (Problem Identification)*
    2. *Why is it occurring? (Problem Analysis and Barrier Identification)*
    3. *What are we going to do about it? (Action Plan Design and Implementation)*



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

### 4. *Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)*

- *Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance*
- Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
- Develop and target interventions based on confirmed hypotheses.
- *Identify* appropriate progress monitoring assessments to be administered at **regular** intervals matched to the intensity of *the level of instructional/intervention support provided*.
- *Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measurable (e.g., SMART goals).*
- Review *progress monitoring data at regular intervals* to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment **support**).
- *Each PLC develops PLC action plan for SIP strategy implementation and monitoring.*
- Assess the implementation of the strategies on the SIP using the following questions:
  1. *Does the data show implementation of strategies are resulting in positive student growth?*
  2. *To what extent are we making progress toward the school's SIP goals?*
  3. *If we are making progress, what can we do to sustain what is working?*
  4. *What barriers to implementation are we facing and how will we address them?*
  5. *What should we do next? What should be our plan of action?*

### 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.

#### Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/ART/ESE Specialists
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability <i>Formative Tests</i>	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science <i>Subject Area Tests</i>	Scantron Achievement Series Data Wall <i>PLC Logs</i>	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ <i>Reading Resource Teacher</i> /Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas.	<i>Ed-Line – January 2013</i> <i>PLC Database</i> <i>PLC logs</i>	Individual Teachers/ Team Leaders/ PLC Facilitators/ <i>Leadership Team Member</i>
DRA-2	School Generated Excel Database	Individual Teacher

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

<i>Reports on Demand/Crystal Reports</i>	<i>District Generated Database</i>	<i>Leadership Team/Specialty PSLT</i>
<b>Supplemental/Intensive Instruction (Tiers 2 and 3)</b>		
<b>Data Source</b>	<b>Database</b>	<b>Person (s) Responsible for Monitoring</b>
Extended Learning Program (ELP)* ( <i>see below</i> ) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) <i>FCAT/Formative Tests/FAIR/DRA</i>	School Generated Database in Excel	Leadership Team/ ELP Facilitator
<i>Differentiated mini assessments based on core curriculum assessments.</i>	<i>Individual teacher data base PLC/Department data base</i>	<i>Individual Teachers/PLCs</i>
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Ongoing assessments within Intensive Courses ( <i>Middle/High</i> )	Database provided by course materials (for courses that have one), School Generated Database in Excel	Leadership Team/PLC/Individual Teachers
Other Curriculum Based Measurement	<i>easyCBM</i> School Generated Database in Excel	Leadership Team/PLCs/ <i>Individual Teachers</i>
<i>Research-based Computer-assisted Instructional Programs</i>	<i>Assessments included in computer-based programs</i>	<i>PLCs/Individual Teachers</i>
<p>Describe the plan to train staff on MTSS.</p> <p>The Leadership Team/will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.</p> <p>As the District’s <i>RtI Committee/RtI Facilitators</i> develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, <i>as identified by teacher needs assessment and/or EET evaluation data</i>, will occur during faculty meeting times or rolling faculty meetings. <i>The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide.</i> Our school will invite our area RtI Facilitator to visit quarterly (<i>or as needed</i>) to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.</p>		
<p>Describe plan to support MTSS.</p> <p>Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:</p> <ul style="list-style-type: none"> <li>• Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).</li> <li>• Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.</li> <li>• Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.</li> </ul>		

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

### Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT). The <b>Literacy</b> Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:</p> <ul style="list-style-type: none"><li>• Principal</li><li>• 2 ESE Specialists</li><li>• Administrative Resource Teacher</li><li>• Reading Coach</li><li>• Reading Teachers</li><li>• Media Specialist</li><li>• Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains</li><li>• Language Arts Subject Area Leaders</li></ul>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading <del>strategies</del> <b>goals and strategies identified</b> on the SIP.</p> <p>The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers.</p> <p>The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.</p>
<p>What will be the major initiatives of the LLT this year?</p> <ul style="list-style-type: none"><li>• Implementation and evaluation of the SIP reading goals/strategies across the content areas</li><li>• Professional Development</li><li>• Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas</li><li>• Data analysis (on-going)</li><li>• Implementation of the K-12 Reading Plan</li></ul>

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

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

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

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

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

Dorothy Thomas Special Day School receive students through a District Individual Education Planning Team or from the District Hearing Master.

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Project CRISS, Level 1 training, which is a 12 hour initial training, is offered annually through district-provided training. Mandatory follow-up is provided at the school site by the reading coach. *Complementing the Project CRISS initiative is the inclusion of close reading lessons in the ELA, reading, and content area classrooms.*

The reading coach is required as a part of his/her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model *and the design and delivery of close reading lessons* through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS and close reading model lesson professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

Content-specific (mathematics, social studies, science and language arts) Project CRISS close reading model lesson follow-up trainings are offered on request at school sites and as district-offered trainings throughout the school year.

Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site. The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion.

A Reading Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each site. The principal is the chairperson of the committee and the reading coach is an integral member, guiding the data review, creation of an action plan, progress monitoring of the plan and evaluation of the plan each school year. The RLT should have representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.

Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the implementation of the Continuous Improvement Model (Plan-Do-Check-Act) with their core curriculum and acting on the data by providing additional instruction where needed. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms.

All costs incurred for reading professional development at the school sites (stipends, consultant contracts, substitutes, materials) are paid for by the K-12 Comprehensive Reading Plan funds.

### **\*High Schools Only**

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

Note: Required for High School-Sec. 1003.413(g)(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?

Courses and coursework are established in Small Learning Communities, Professional Learning Communities, and classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for post secondary readiness (Industry Certifications, College credit, job skills, etc).

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?

Dorothy Thomas annually will conference with present and incoming students. Based on interest, they will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, ESE Specialist, Department Heads, teachers and Administrators will then articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. The Guidance Counselor will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, Dorothy Thomas will review new course offerings at the state and district level to continue to offer rigorous and relevant coursework and to meet the State Standards.

## 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](#).

NA – ESE Center

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b>			1.1.	1.1.	1.1.	1.1.	1.1.
See #3	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
						1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
See #3	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
						2.3.	

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

			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
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:							
<b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b>			3.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	3.1. <b>Strategy</b> Student achievement improves through <b>teachers working collaboratively</b> to focus on student learning. Specifically, they use the <b>Plan-Do-Check-Act</b> model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it?  <b>Actions/Details</b> -Grade level/like-course PLCs use a <b>Plan-Do-Check-Act "Unit of Instruction" log</b> to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans. -Para-professionals will be used as substitutes to increase	3.1. <b>Who</b> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses  <b>How</b> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	3.1. <u>3x per year</u> FAIR  <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)
Reading Goal #3:  The percentage of students making learning gains in reading on the 2013 FCAT will increase from 38% to 43%. The percentage of students earning proficiency on the FCAT Reading in 2013 will increase from 19% to 24%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<b>38%</b> <b>Learning Gains</b>  (15)	<b>43%</b> <b>Learning Gains</b>  (20)					
	<b>19%</b> <b>Proficiency</b>	<b>24%</b> <b>Proficiency</b>					

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

				consistency and fidelity with instruction. Waiver has been posted.			
		<p>3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>3.2. <b>Strategy/Task</b> Student achievement improves when teachers use on-going student data to <b><u>differentiate instruction</u></b>.</p> <p><b>Actions/Details</b> <b>Within PLCs Before Instruction and During Instruction of New Content</b> -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. <b>In the classroom</b> -During the lessons, <b>students</b> are involved in flexible grouping techniques <b>PLCs After Instruction</b> -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation. -Teachers, using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. (<i>Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy</i>).</p>	<p>3.2. <b>Who</b> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><b>How</b> -PLC logs turned into administration, SAL and/or coaches. -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>3.2. <b>Teacher Level</b> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. <b>PLC Level</b> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <b>Leadership Team Level</b> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>3.2.</p>	



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

			-Additional action steps for this strategy are outlined on grade level/content area PLCs.			
		3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</b>		4.1.	4.1.	4.1.	4.1.	4.1.
See #3	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
		4.2.	4.2.	4.2.	4.2.	4.2.
		4.3.	4.3.	4.3.	4.3.	4.3.
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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b> <b>2016-2017</b>
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>						
<u>Reading Goal #5:</u>						
<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory</b>		5A.1. White:	5A.1.	5A.1.	5A.1.	5A.1.

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

<b>progress in reading.</b>			Black: Hispanic: Asian: American Indian:				
Reading Goal #5A: See #3..	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
			5A.2.	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>5B. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Reading Goal #5B: See #3..	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>

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

<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: See #3.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: See #3..	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

**Reading Professional Development**

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

**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
Differentiated Instruction	3 - 11	-Subject Area Leaders -Course specific PLC Facilitators -Reading Coach	All teachers Faculty Professional Development and on-going PLCs	-On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Instructional Coaches Subject Area Leaders
The 3 S's of Complex Text: Selecting /Identifying Complex Text, Shifting to Increased Use of Informational Text, and Sharing of Complex Text with All Students (K-12)	Grades 3 - 11	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	Grades 3 - 11	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	Grades 3 - 11	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
IEP Training	3 - 11	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist
SWD Co-Teaching	3 - 11	DRT	ESE Teachers General Ed Teachers PLCs	On-going	Classroom walkthroughs	Administration Team DRT

*End of Reading Goals*

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

**Elementary or Middle School Mathematics Goals**

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

<b>Elementary School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</b>			1.1.	1.1.	1.1.	1.1.	1.1.
See #3	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
See #3	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>3. FCAT 2.0: Points for students making learning gains in mathematics.</b>		3.1. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning.	3.1. <b>Strategy</b> Students’ math achievement improves through <b>teachers working collaboratively</b> to focus on student learning. Specifically, they use the <b>Plan-Do-Check-Act model</b> and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:	3.1. <b>Who</b> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses  <b>How</b> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	3.1. <b>2x per year</b> District Baseline and Mid-Year Testing  Semester Exams  <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)
<b>Mathematics Goal #3:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>				
The percentage of students making learning gains in math on the 2013 FCAT will increase from 38% to 43%. The percentage of students earning proficiency in FCAT math in 2013 will increase from 15% to 20%.	<b>38%</b> <b>(15)</b>	<b>43%</b> <b>(20)</b>	To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.			
	<b>Learning gains</b>	<b>Learning Gains</b>				
	<b>15%</b>	<b>20%</b>				
	<b>Proficiency</b>	<b>Proficiency</b>				
			<b>Actions/Details</b> -This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit. -Grade level/like-course PLCs use a <b>Plan-Do-Check-Act “Unit of Instruction” log</b> to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.			

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

				-Para-professional will be used as substitutes to increase consistency and fidelity.			
			3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	3.2. <b>Strategy/Task</b> Students' math achievement improves when teachers use on-going student data to <b>differentiate instruction</b> .  <b>Actions/Details</b> <b>Within PLCs Before Instruction and During Instruction of New Content</b> -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. <b>In the classroom</b> -During the lessons, <b>students</b> are involved in flexible grouping techniques <b>PLCs After Instruction</b> -Teachers reflect and discuss the outcome of their DI lessons. -Use student data to identify successful DI techniques for future implementation. -Using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. ( <i>Questions are listed in the 2012-2013 Technical Assistance Document under the</i>	3.2. <b>Who</b> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses  <b>How</b>	3.2. <b>Teacher Level</b> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. <b>PLC Level</b> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <b>Leadership Team Level</b> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	3.2. <b>2x per year</b> District Baseline and Mid-Year Testing  Semester Exams  <b>During the Grading Period</b> Common assessments (pre, post, mid, section, end of unit)

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

			<i>Differentiation Cross Content strategy).</i> -Additional action steps for this strategy are outlined on grade level/content area PLCs.			
		3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</b>		4.1.	4.1.	4.1.	4.1.	4.1.
See #3	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
		4.2.	4.2.	4.2.	4.2.	4.2.
		4.3.	4.3.	4.3.	4.3.	4.3.
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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b> <b>2016-2017</b>
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>						



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

See #3							
<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</b>			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.
See #3	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
See #3.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
See #3	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
See #3	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

*End of Elementary or Middle School Mathematics Goals*

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

**Algebra End-of-Course (EOC) Goals \*(Middle and High Schools ONLY)**

\* 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>Alg1. Students scoring proficient in Algebra (Levels 3-5).</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Algebra Goal #1:</b> Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Algebra Goal #2:</b> Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

--	--	--	--	--	--	--

*End of Algebra EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	3 - 11	-Math SAL/Coach	Math Departmental and course-specific PLCs	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Analyzing first semester exams	3 - 11	-Math SAL/Coach	Math Departmental and course-specific PLCs	After the administration of the test	PLC logs	APC
IEP Training	3 - 11	ESE Teachers ESE Specialists	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist
SWD Co-Teaching	3 - 11	ART	ESE Teachers General Ed Teachers PLCs	On-going	Classroom walkthroughs	Administration Team DRT

*End of Mathematics Goals*

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

**Elementary and Middle School Science Goals**

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
			<b>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</b>			1.1.	1.1.
NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology and Hands-On Activities (animations/Gizmos, scientific probeware, laboratory technology)	Grades 3 - 11	Science Coach/SAL and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators/science coach conduct targeted walk-throughs to monitor Hands-On Activity implementation.	Administration Team

*End of Science Goals*



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

				<p>-Daily/ongoing conferencing</p> <p><b><u>Check:</u></b>                  Review of daily drafts and scoring monthly demand writes                  -PLC discussions and analysis of student writing to determine trends and needs</p> <p><b><u>Act:</u></b>                  -Receive additional professional development in areas of need                  -Seek additional professional knowledge through book studies/research                  -Spread the use of effective practices across the school based on evidence shown in the best practice of others                  -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc.                  -Plan ongoing monitoring of the solution(s)</p>			
		<p>1.2.                  -Improve the teaching of reading skills of Language Arts teachers.                  -Become more proficient at pacing and teaching Springboard lessons.</p>	<p>1.2  <b><u>Strategy</u></b>  <b>Students' reading, writing, language, and listening /speaking skills improves through engagement in college and career preparatory lessons/activities/tasks that promote high levels of thinking.</b></p> <p><b><u>Action Steps</u></b>  <b><u>Within PLCs</u></b>  <b><u>Before the unit</u></b>                  -Create norms.                  -Unpack an assessment and</p>	<p>1.2.  <b><u>Who</u></b>                  -Principal                  -AP                  -Instruction Coaches                  -Subject Area Leaders                  -PLC facilitators of like grades and/or like courses</p> <p><b><u>How</u></b>                  PLCS turn their logs into administration and/or coach after a unit of instruction is complete.                  -PLCs receive</p>	<p>1.2.  <b><u>Teacher Level</u></b>                  -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.                  -Teachers maintain their assessments in the on-line grading system.                  -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.</p> <p><b><u>PLC Level</u></b>                  -Using the individual teacher data, PLCs calculate the</p>	<p>1.2.  <b><u>During the Grading Period</u></b>                  Common assessments (pre, post, mid, section, end of unit)</p>	



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

			<p>rubric.</p> <ul style="list-style-type: none"> <li>-Set SMART goals for the unit of instruction.</li> <li>-Decide on a way to pre-assess the skills and knowledge of students. (What pre-assessment will we all use?)</li> <li>-Choose the anchor activities teachers will use to assess students' understanding along the way to the assessment.</li> <li>-Reflect on barriers and successes from the year before.</li> <li>-Look at student assessment exemplars (previous students' assessments if available).</li> <li>-Visit the pacing guide and determine the pacing for the unit.</li> <li>-Decide on common terminology to use with students and during PLC discussions.</li> <li>-Look at the grammar instruction opportunities provided in the unit and determine their potential usage.</li> <li>-Decide on which vocabulary terms need to be taught during the unit.</li> <li>-Discuss the student's curriculum checklist.</li> <li>-Determine how the PLC would like to grade the assessments in order for there to be consistency among grade levels.</li> </ul> <p><u>During the unit</u></p> <ul style="list-style-type: none"> <li>-Determine:</li> <li>--What is working?</li> <li>--Is there a need to enrich the</li> </ul>	<p>feedback on their logs.</p> <ul style="list-style-type: none"> <li>-Administrators and coaches attend targeted PLC meetings</li> <li>-Progress of PLCs discussed at Leadership Team</li> <li>-Administration shares the data of PLC visits with staff on a monthly basis.</li> <li>-Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.</li> <li>-Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation monthly.</li> <li>-Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</li> </ul>	<p>SMART goal data across all classes/courses.</p> <ul style="list-style-type: none"> <li>-PLCs reflect on lesson outcomes and data used to drive future instruction.</li> <li>-For each class/course, PLCs chart their overall progress towards the SMART Goal.</li> </ul> <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> <li>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</li> <li>-Data is used to drive teacher support and student supplemental instruction.</li> </ul>	
--	--	--	---	---	--	--

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

		<p>instruction? How?          --What isn't working?          --Is there a need to supplement the instruction? How?          --Are the needs of our ELL/SWD being met?          --How can civics be added into instruction?          --Is there a need for a demonstration classroom and/or teacher swap?          -Conduct a pacing check.          -Bring anchor activities (artifacts) to assess student understanding.          -Discuss effective student placement (If plausible discuss how classroom environment might help a student that is struggling in a class. Could a change of class period or teacher help?)          -Plan strategies to differentiate          -Plan higher order thinking questions.          -Discuss portfolio implementation (Success/Barriers).          -Discuss baseline data/data from anchor activities/data from EAs.          -Determine whether teachers want to add additional criteria to the EA rubric.          -Discuss additions to the writer's checklists.</p> <p><u>During the assessment</u>          -Agree upon a date when all assessments need to be completed.          -Discuss successes and challenges.</p> <p><u>After the assessment</u>          Participate in an assessment</p>			
--	--	--	--	--	--

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

			<p>Norming session (Data to be discussed after EAs are all scored).</p> <p><u>After all assessments have been scored</u></p> <ul style="list-style-type: none"> <li>-Reflect on the unit.</li> <li>-Reflect on the effectiveness of the PLC (survey).</li> <li>-Revisit portfolios.</li> <li>-Identify the skills students struggled with and determine which activities in further lessons will readdress the skills needing to be re-taught or strengthened.</li> <li>-Recognize successes and celebrate.</li> </ul> <p><b><i>In the classroom</i></b></p> <p><u>During the lessons, teachers:</u></p> <ul style="list-style-type: none"> <li>-Post essential questions and daily objectives.</li> <li>-Explicitly reference connections between the following: essential questions, daily objective, and assessment.</li> <li>-Select learning strategies as needed.</li> <li>-Group students appropriately.</li> <li>-Scaffold instruction building towards higher complexity.</li> <li>-Model and provide opportunities for guided and independent practice of skills aligned with the assessment.</li> <li>-Select academic vocabulary from text to be used during a unit of instruction.</li> <li>-Use multiple types of formative assessment and provide consistent checks for student understanding.</li> <li>-Use data during the lesson</li> </ul>			
--	--	--	---	--	--	--

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

			<p>and after the assessment to inform instruction.</p> <p><u>During the lessons, students:</u></p> <ul style="list-style-type: none"> <li>-Understand the criteria which will be used to evaluate their work.</li> <li>-Understand the purpose of the lesson and its connection to the assessment.</li> <li>-Think critically and creatively.</li> <li>-Actively draw upon prior knowledge and use that knowledge to connect with lesson goals.</li> <li>-Know when, why, and how to use strategies when appropriate free of teacher support.</li> <li>-Collaborate within structured grouping.</li> <li>-Self assess understanding of content.</li> <li>-Use academic vocabulary in written and oral responses.</li> </ul> <p><u>After the lessons, teachers:</u></p> <ul style="list-style-type: none"> <li>-Post exemplars of student work.</li> <li>-Self reflect on lessons.</li> </ul>			
		<p>1.3. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>1.3. <u>Strategy</u> Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p>	<p>1.3. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses  <u>How</u> PLCS turn their logs into administration and/or coach after a</p>	<p>1.3 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>1.3. <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>

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

			<ol style="list-style-type: none"> <li>1. What is it we expect them to learn?</li> <li>2. How will we know if they have learned it?</li> <li>3. How will we respond if they don't learn?</li> <li>4. How will we respond if they already know it?</li> </ol> <p><b>Actions/Details</b>                      -Grade level/like-course                      PLCs use a <b>Plan-Do-Check-Act "Unit of Instruction" log</b> to guide their discussion and way of work.                      Discussions are summarized on log.                      -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.		
--	--	--	---	---	--	--

**Writing/Language Arts Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Holistic Scoring Training	6-8	LA SAL PLC facilitators Academic Coach	Language Arts Teachers PLC-grade level and vertical teams	On-going	PLC logs turned into administration	Principal ART ESE Specialists SAL PLC Facilitators
Mode-based Writing Training	6-8	LA SAL PLC facilitators Academic Coach	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration or Coach walk-throughs -PLC logs turned into administration	Principal ART ESE Specialists SAL PLC Facilitators
Springboard Pacing	6-8	LA SAL	Language Arts Teachers	On-going	-Administration or Coach walk-	

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

		PLC facilitators Academic Coach	PLC-grade level and vertical teams		throughs -PLC logs turned into administration	Principal ART ESE Specialists SAL PLC Facilitators
--	--	------------------------------------	---------------------------------------	--	--	--

*End of Writing Goals*

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

**Attendance Goal(s)**

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Attendance</b>			1.1 -Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	1.1 <b>Tier 1</b> The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school’s attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.	1.1 Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.	1.1 Attendance committee will monitor the attendance data from the targeted group of students.	1.1 Instructional Planning Tool Attendance/Tardy data Ed Connect
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
Attendance Goal #1:	<b>(83%)</b>	<b>(96%)</b>					
1. The attendance rate will increase from 83% in 2011-2012 to 96% in 2012-2013.	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
2. The attendance rate will increase from 93% in 2011-2012 to 96% in 2012-2013.	<b>33</b>	<b>29</b>					
The number of students who have 10 or more <b>unexcused</b> absences throughout the school year will decrease by 10% <b>(Editor note: Multiply total of unexcused absences in 2012-2013 (122) x 10% = 12.2; Always round up – 13; 122 – 13 = 109)</b>	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	<b>5</b>	<b>4</b>					
			1.2.	1.2 <b>Tier 1</b> All teachers will post their attendance to EdLine at a minimum of once per week allowing parents to monitor attendance.	1.2 Assistant Principal/Team leaders/ Department Heads will monitor Edline	1.2 Principal will use Edline reports to evaluate teachers adherence to policy	1.2 Edline Reports
			1.3 There is no system to reinforce parents for facilitating improvement in attendance.	1.3 <b>Tier 2</b> Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the	1.3 Social Worker Guidance Counselor PSLT	1.3 The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the “Tier 2” group along	1.3.

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

<b>(Editor Note: Multiply total of unexcused tardies to school in 2010-2011 (58) x 10% = 5.8; Always round up – 6; 58 – 6 = 52)</b>			Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student’s attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child’s attendance.		with the guidance counselor and maintain communication about these children.
---	--	--	--	--	--

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EdLine	3 - 11	ART, Principal, ESE Specialists	School-wide	November 5 & 26, 2012	Random check of EdLine postings	ART, Principal, ESE Specialists

*End of Attendance Goals*

**Suspension Goal(s)**

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Suspension</b>			1.1.	1.1 <u>Tier 1</u> - CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.	1.1 <u>Who</u> -PSLT Behavior Committee -Leadership Team -Administration	1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions,.	UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 10%.	<b>23</b>	<b>20</b>					
<b>(Editor Note: Multiply total of ISS</b>	2012 Total Number of Students Suspended	2013 Expected Number of Students Suspended					



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

<p><b>in 2011-2012 (211) x 10% = 21.1; Always round up – 22; 211 – 22 = 189 for new school year.)</b></p> <p>2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%. <b>(Editor Note: Multiply total number of students receiving ISS in 2011-2012 (73) x 10% = 7.3; Always round up – 8; 73 – 8 = 65 for new school year.)</b></p> <p>3. The total number of Out-of-School Suspensions will decrease by 10%. <b>(Editor Note: Multiply total number of OSS in 2011-2012 (105) x 10% = 10.5; Always round up – 11; 105 – 11 = 94 for new school year.)</b></p> <p>4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%. <b>(Editor Note: Multiply total number of students receiving OSS in 2011-2012 (39) x 10% = 3.9; Always round up – 4; 39 – 4 = 35 for</b></p>	<table border="1"> <tr> <td>In-School</td> <td>In -School</td> </tr> <tr> <td><b>16</b></td> <td><b>14</b></td> </tr> <tr> <td>2012 Number of Out-of-School Suspensions</td> <td>2013 Expected Number of Out-of-School Suspensions</td> </tr> <tr> <td><b>242</b></td> <td><b>217</b></td> </tr> <tr> <td>2012 Total Number of Students Suspended Out- of- School</td> <td>2013 Expected Number of Students Suspended Out- of- School</td> </tr> <tr> <td><b>83</b></td> <td><b>74</b></td> </tr> </table>	In-School	In -School	<b>16</b>	<b>14</b>	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions	<b>242</b>	<b>217</b>	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of- School	<b>83</b>	<b>74</b>		<p>-Providing teachers with resources for continued teaching and reinforcement of school expectations and rules.</p> <p>-Leadership team conducts walkthroughs using a PBS or CHAMPS walk-through form (generated by the district RtI facilitators).</p> <p>-The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty.</p> <p>-Where needed, administration conducts individual teacher walk-through data chats.</p> <p>-Students will wear uniforms to reduce distractions and to increase positive behaviors.</p>			
	In-School	In -School																
	<b>16</b>	<b>14</b>																
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions																
<b>242</b>	<b>217</b>																	
2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of- School																	
<b>83</b>	<b>74</b>																	
		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**

<b>new school year)</b>						
-------------------------	--	--	--	--	--	--

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	3 - 11	ESE Specialists	School-wide	Ongoing – faculty meetings Early Release	Administration, district RtI facilitator and ART/ESE Specialists walk-throughs	Administration, district RtI facilitator and ART/ESE Specialists walk-throughs
Behavior Management	3-11	Admin.	School-Wide	Ongoing – faculty meetings Early Release	Administration, district RtI facilitator and ART/ESE Specialists walk-throughs	Administration, district RtI facilitator and ART/ESE Specialists walk-throughs

*End of Suspension Goals*

**Dropout Prevention Goal(s)**

Note: Required for High School- F.S., Sec. 1003.53

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

<b>Dropout Prevention Goal(s)</b>	<b>Problem-solving Process to Dropout Prevention</b>				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>1. Dropout Prevention</b> <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>			

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

in this box.							
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
				1.3.	1.3.	1.3.	1.3.

**Dropout Prevention Professional Development**

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

*End of Dropout Prevention Goal(s)*

**Parent Involvement Goal(s)**

**Title I Schools – Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.**

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>1. Parent Involvement</b>	1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:					
Title I Parent Involvement Plan will be completed.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*			

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

		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
<b>Parent Involvement Goal(s)</b>		<b>Problem-solving Process to Parent Involvement</b>				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>2. Parent Involvement</b>		2.1.	2.1.	2.1.	2.1.	2.1.
<u>Parent Involvement Goal #2:</u>						
	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*				
		2.1.	2.1.	2.1.	2.1.	2.1.
		2.1.	2.1.	2.1.	2.1.	2.1.

**Parent Involvement Professional Development**

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

*End of Parent Involvement Goal(s)*

**Health and Fitness Goal(s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>
---------------------------	--

## 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Health and Fitness Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Health and Fitness Goal #1: Enter narrative for the goal in this box.	2012 Current Level :*	2013 Expected Level :*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

### Health and Fitness 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

### Continuous Improvement Goal(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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Continuous Improvement Goal</b>	1.1 -There is still confusion	1.1 The leadership team will	1.1 <u>Who</u>	1.1 "Quick" PLC informal surveys	1.1 PLC Survey materials from

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

<b>Continuous Improvement Goal #1:</b>  The percentage of teachers that agree that “the teachers that I work with use classroom data to evaluate the effectiveness of their teaching will increase from 55% in 2011-2012 to 65% in 2012-2013.	2012 Current Level :*	2013 Expected Level :*	on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model. -Still confusion on how the Plan-Do-Check-Act model works. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings. -	become trained on the use of the PLC “Unit of Instruction” log that follows the Plan-Do-Check-Act model. Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	Principal Leadership Team Subject Area Leaders PLC facilitators	will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	Teams to Teach (Anne Jolly)
	(55%)	(65%)					
				1.2.	1.2 Leadership team will use teacher survey information every nine weeks to determine next steps for PLC professional development.	1.2 <u>Who</u> Leadership team <u>How</u> Leadership team aggregates the data	1.2 “Quick” PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.
			1.3.	1.3.	1.3.	1.3.	1.3.

## Continuous Improvement 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
Plan-Do-Check-Act Model	Leadership Team All teachers	Leadership Team Subject Area Leaders PLC Facilitators	School-wide	PLCs meet every three weeks for Plan-Do-Check-Act PLCs.	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	Leadership Team

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

--	--	--	--	--	--	--

*End of Additional Goal(s)*

**NEW Goal(s) For the 2012-2013 School Year**

**NEW Reading Florida Alternate Assessment Goals**

<b>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</b>			A.1.	A.1.	A.1.	A.1.	A.1.
NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
<b>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>			B.1.	B.1.	B.1.	B.1.	B.1.
NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	



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

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>C. Students scoring proficient in Listening/Speaking.</b>  NA 2012 Current Percent of Students Proficient in Listening/Speaking:  		1.1.	1.1.	1.1.	1.1.	1.1.
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>D. Students scoring proficient in Reading.</b>  NA 2012 Current Percent of Students Proficient in Reading :  		2.1.	2.1.	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>E. Students scoring proficient in Writing.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
NA	2012 Current Percent of Students Proficient in Writing :					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

**NEW Math Florida Alternate Assessment Goals**

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</b>			F.1.	F.1.	F.1.	F.1.	F.1.
NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.

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

<b>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b> NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	G.1.	G.1.	G.1.	G.1.
			G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.

**NEW Geometry End-of-Course Goals \*(High School ONLY)**

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>H. Students scoring in the middle or upper third (proficient) in Geometry.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>I. Students scoring in the upper third on Geometry.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Geometry EOC Goals*

**NEW Science Florida Alternate Assessment Goal**

<b>Elementary, Middle and High Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</b>	J.1.	J.1.	J.1.	J.1.	J.1.

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

NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

**NEW Biology End-of-Course (EOC) Goals**

\* When using percentages, include the number of students the percentage represents next to the percentage (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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>K. Students scoring in the middle or upper third (proficient) in Biology.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
1.3.			1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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

<b>L. Students scoring in upper third in Biology.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

**NEW Writing Florida Alternate Assessment Goal**

<b>Writing Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</b>			M.1.	M.1.	M.1.	M.1.	M.1.
NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<b>STEM Goal #1:</b> Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative/SAL walk-throughs	1.1 Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	3 - 11	SALs	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration

*End of STEM Goal(s)*

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

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
NA	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

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

*End of CTE Goal(s)*



**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

- *Once the state has provided information, directions for how to upload the checklist will be posted on the School Improvement Icon.*

**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 use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Suspension Goal Strategy 1.1	Students will wear uniforms to decrease distractions and increase positive behaviors	Only receive \$4.00 per students.	
	School will supply 1 free shirt for new students.	Projected 60 students:	
		\$200	
Final Amount Spent			