FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name:1801.00Calvin A. Hunsinger School	District Name: Pinellas County Schools
Principal: Stephanie Bessette	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Maria Gomes	Date of School Board Approval: Pending: October 9, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Stephanie Bessette	Masters-Ed. Leadership Principal-All Levels BA-Elem. Ed.	5	10	09/10 No School Grade (L.G.Read 41%, Math 58%) AYP-No 11/12 SIP Rating (L.G. Read Declining by 7%, L.G. Math improving by 9%)
Assistant Principal	Jeanette Billups	Masters-Administration & Supervision-All Levels BA-ESE	1	7	11/12 previous school grade D

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

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy Coach	Lynn Fulp	BA/Elementary Education Elem. Ed. Grades 1-6	0	0	11/12 school grade "A"

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Partnership with St. Petersburg College and USF to train interns	Social Worker	5/17/13
2. Mentor New Teachers	Lead Teacher	5/17/13
3. Support via grade level PLCs	Team Leader, Literacy Coach Behavior Specialist	5/17/13
4. Training provided by Literacy Coach	Literacy Coach	5/17/13

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

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
7% (4/54)	Mentoring by lead teacher,

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	%ESOL Endorsed Teachers
30	3% (1)	13% (4)	47% (14)	37% (11)	20% (6)		26% (8)	3%(1)	13% (4)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Christine Ehlers	Brian Turner	Expertise matches needs of partner	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student
Mary Canning	Lynn Fulp	Expertise matches needs of partner	
Christine Ehlers	Mary Canning	Expertise matches needs of partner	

			progress and analyzing student work; Modeling or co-teaching lessons

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

Additional Requirements

*Coordination and Integration-*Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant   NA in Pinellas
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

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

School-Based MTSS/RtI Team
S. Bessette, J. Billups, M. Harris, M. Phillips, T. Chaisson, E. Kirtley, B. Bernstein, H. Steiner, C. Ehlers and S. Sagan
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? -Facilitator – generates agenda and leads team discussions -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda Meeting time:4th Monday of every Month at 2:00 PM
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.
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. FAIR, FCAT, Common Assessments, STAR assessments and Focus data for discipline.
Describe the plan to train staff on MTSS. Monthly trainings are part of extended faculty meetings.
Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

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

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

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

*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.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a: Improve current level of performance	2012 Current Level of Performance:* (5%) (4)	2013Expected Level of Performance:* Decrease level 1&2 from 78% To 68%	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and post and refer to essential question	1a.1. Administrators and teachers	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
			1a.2. School wide attendance levels have a negative effect on student performance	1a.2 Teachers will take attendance prior to 8:30 School Messenger automated car will occur at 9:00 daily to inform parent of absence	Administrators and teachers	1a.2. Records in Focus Social Worker contacts	1a.2. Attendance records and parent contact records
			1a.3. Due to the nature of the EBD Center population behaviors inhibit student performance	1a.3. Positive reinforcements, active engagement and modeling of appropriate behaviors will increase student	1a.3. Administrators and teachers	1a.3. Daily point cards and levels system Special recognition rewards for positive behavior	1a.3. Walkthrough Teacher Appraisal Results Decrease in referrals

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

				performance	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies Set and communicate a purpose for learning and post and refer to essential question	1b.2. Administrators and teachers	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1b.2. Walkthrough and lesson plans

Reading Goal #1b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*
Improve current level of performance	25% (3)	Decrease level 1,2,3

	1b.2. School wide attendance levels have a negative effect on student performance	1b.2. Teachers will take attendance prior to 8:30 School Messenger automated car will occur at 9:00 daily to inform parent of absence	1b.2.Administrators and teachers	1b.2. Records in Focus Social Worker contacts	1b.2. Attendance records and parent contact records
	1b.3. Due to the nature of the EBD Center population behaviors inhibit student performance	1b.3. Positive reinforcements, active engagement and modeling of appropriate behaviors will increase student performance	1b.3. Administrators and teachers	1b.3. Daily point cards and levels system Special recognition rewards for positive behavior	1b.3. Walkthrough Teacher Appraisal Results Decrease in referrals
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a.FCAT 2.0:Students scoring at or above AchievementLevels 4 and 5 in reading.	2a.1. Lack of differentiation of	2a.1. Provide formative assessments to	2a.1. Administrators	2a.1. Determine: *Teachers regularly assess	2a.1. Walkthrough and lesson plans

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

Reading Goal #2a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*	instruction	inform differentiation in instruction		students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	
	10% (8)	Increase level 4 and 5 by 5%					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough Classroom assessments
Reading Goal #2b: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	67% (8)	Increase level 7 by 5%					

		2b.2.	2b2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading. Reading Goal #3a: Improve current level of performance	2012 Current Level of Performance:* 34% 2013Expected Level of Performance:* 100%	3a.1. Lack of student engagement	3a.1. Differentiate Instruction Establish systems and processes to monitor, evaluate and make adjustments to instruction.	3a.1. Administrators who evaluate teacher Literacy Coach Teachers	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3a.1. School Summary of observation section of teacher appraisal results Student assessments
		3a.2. School wide attendance level has a negative effect on student performance. Due to the nature of the EBD student population, behaviors inhibit student performance	3a.2. Teachers will take attendance by 8:30. School Messenger automated call will occur daily at 9:00 to inform parent of absence	3a.2. Teachers Behavior specialists	3a.2 Attendance records in focus, daily point cards and levels systems.	3a.2 Assessment data (FCAT, FAIR, FCIM activities and other classroom assessments)

		3a.3.Students have not yet acquired the skills and stamina for sustained independent reading Most students at our school are below grade level in reading	3a.3. Set authentic purposes for reading and ensure students understand literacy learning focus. Enhance classroom libraries so students can easily access books at independent reading levels. Use intensive interventions for specific students Use data chats to inform and motivate students about their reading progress	3a.3. Literacy Coach SIP Reading Team Reading teachers	3a..3. Analysis of reading logs Disaggregation of available student data to determine increases in student achievement	3a.3. Assessment Data (FCAT, FAIR, FCIM lessons, Reading Counts quizzes, STAR testing)
3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in reading.** Reading Goal #3b: Improve current level of performance	2012 Current Level of Performance:* 14% (1)	2013Expected Level of Performance:* 100%	3b.1. Lack of student engagement School wide attendance level has a negative effect on student performance. Due to the nature of the EBD student population, behaviors inhibit student performance	3b.1. Differentiate Instruction Teachers will take attendance by 8:30. School Messenger automated call will occur daily at 9:00 to inform parent of absence	3b.1. AP who evaluates teacher Teachers Behavior specialists	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results Student Assessments
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.			4a.1. Lack of differentiation of instruction Students have not yet acquired the skills and stamina for sustained independent reading Most students at our school are below grade level in reading	4a.1. Differentiate Instruction Set authentic purposes for reading and ensure students understand literacy learning focus. Enhance classroom libraries so students can easily access books at independent reading levels. Use intensive interventions for specific students Use data chats to inform and motivate students about their reading progress	4a.1. Administrators Literacy Coach SIP Reading Team Reading teachers	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. Analysis of reading logs and disaggregation of student data to determine increases in achievement	4a.1. Lesson Plans & Walkthrough Assessment Data
Reading Goal #4a: Improve current level of performance	2012 Current Level of Performance:* 29%	2013Expected Level of Performance:* 100%					
			4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas Students have not acquired the skills for writing in	4a.2. Create intervention that support core instructional goals and objectives Establish systems and processes to monitor, evaluate and make adjustments to literacy improvement efforts	4a.2. SBLT Literacy Coach Reading SIP Team	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs Student work other than assessments

		response to reading			*Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	
		4a.3 School wide attendance level has a negative effect on student performance. Due to the nature of the EBD student population, behaviors inhibit student performance	4a.3. Teachers will take attendance by 8:30. School Messenger automated call will occur daily at 9:00 to inform parent of absence	4a.3 Behavior specialists Teachers.	4a.3. Attendance records in Focus, parent contact records, daily point cards and levels systems	4a.3. Assessment data
4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in reading.**		4b.1. Lack of differentiation of instruction	4b.1. Differentiate Instruction	4b.1. Administrators who evaluate teacher	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4b.1. Lesson Plans & Walkthrough Classroom assessments
Reading Goal #4b: Improve current level of performance	2012 Current Level of Performance:* All students taking the FAA fall within this range 14% (1)	2013Expected Level of Performance:* 100%				
		4b.2. Insufficient intervention supports exist to	4b.2. Create intervention that support core instructional goals and	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning;

		address the varying needs of students across academic and engagement areas	objectives		*Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	Lesson Plans & Walkthroughs
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5A: *Enter narrative for the goal in this box.*	Baseline data 2010-2011	**White=39%** **Black=27%**	White=49% Black=39%	White=59% Black=51%	White=69% Black=63%	White=79% Black=75%	White=89% Black=87%

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not**	5b.1. White: 46% Black: 49%	5b.1. Differentiate Instruction	5b.1. Administrators who evaluate teacher	5b.1. Content materials are differentiated by student interests, cultural	5b.1. Lesson Plans & Walkthrough	

making satisfactory progress in reading.	Hispanic: 7% Asian: 0% American Indian: 0% Lack of differentiation of instruction			background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
Reading Goal #5B: Improve current level of performance	2012 Current Level of Performance:* White: 39% Black: 27% Hispanic: Asian: American Indian:	2013Expected Level of Performance:* 100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%				
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5c.1.	5c.1.	5c.1.	5c.1.	5c.1.
Reading Goal #5C: Improve current level of performance	2012 Current Level of Performance:* NA-no ELL students at this school	2013Expected 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD)not making satisfactory progress in reading.			5d.1. Lack of differentiation of instruction Students have not acquired the skills and stamina for sustained independent reading	5d.1. Differentiate Instruction Set authentic purposes for reading and ensure students understand literacy learning focus. Enhance classroom libraries so students can easily access books at independent reading levels. Use intensive interventions for specific students Use data chats to inform and motivate students about their reading progress	5d.1. Administrators who evaluate teacher Literacy Coach Reading Teachers	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough Assessment Data
Reading Goal #5D: Improve current level of performance	2012 Current Level of Performance:* 66%	2013 Expected Level of Performance:* 100% of all SWD students to make a learning gain An increase in proficiency by 10%					

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

					Analysis of reading logs and disaggregation of student data to determine increase in student achievement	
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.		5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. Administrators who evaluate teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. Lesson Plans & Walkthrough Assessments
Reading Goal #5E: Improve current level of performance	2012 Current Level of Performance:*					
	87% are econ. Disadvantaged 64 students who are econ. Disadvantaged did not make gains	2013Expected Level of Performance:* 100% of economically disadvantaged students will show learning gains An increase in proficiency by 10%				
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.
		5E.3	5E.3	5E.3	5E.3	5E.3

Reading Professional Development

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading PLC	K-12	Literacy Coach	K-12 Teachers	Monthly	Weekly conferences between coach and teachers	Literacy Coach Administrators
Site-based training to include benchmark strategies, FCIM, independent reading	K-12	Literacy Coach	K-12 Teachers	Bi-monthly on early release days	Monthly discussions at PLCs	Literacy Coach Administrators
Job-embedded coaching9guided reading, word work, read aloud, structured reading	K-12	Literacy Coach	K-12 Teachers	0n-going	Weekly conferences between coach and teachers	Literacy Coach Administrators
District wide training for teaching strategies and specific reading programs	K-12	Elementary and secondary district trainers	K-12 Teachers Literacy Coach	On-going	Weekly conferences between coach and teachers	Literacy coach Administrators
Technology training to set up and maintain reading programs	Media Dept.	County personnel	Media Specialist	On-going	Teacher and administrator checks to verify system is running properly	Media Specialist

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

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Enhancement of classroom libraries	Trade books, student magazines, classroom library	Referendum Funds	$3000.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Sustained independent reading	STAR reading assessment	IDEA	$800.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:$3800.00
			Total:$3800.00

End of Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking. CELLA Goal #1: Improve current level of performance Number CELLA tested: #N/A	2012 Current Percent of Students Proficient in Listening/Speaking: No CELLA students in this school	1.1. Lack of differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	1.1. AP who evaluates teacher	1.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Walkthrough
		2.1. Lack of differentiation of instruction	2.1. Differentiate Instruction	2.1. AP who evaluates teacher	2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the	2.1. Lesson Plans & Walkthrough

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

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

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

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

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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

Mathematics Goals

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

Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at AchievementLevel 3 in mathematics. Mathematics Goal #1a: Improve current level of performance	2012 Current Level of Performance:* 10% (7)	2013Expected Level of Performance:* Decrease in level 1 and 2 from 90% to 80%	1a.1. Insufficient standard based instruction Students enter courses not having achieved previous grade level proficiency	1a.1. Set and communicate a purpose for learning and learning goals in each lesson Include a variety of assessments and checks for understanding to determine student mastery of goals including the use of district benchmark assessments	1a.1. Administrators who evaluate teachers Classroom Teachers	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans Assessment Data (FCAT, FCIM activities, district common assessments EOC exams, other classroom assessments
			1a.2 Due to the fact that many of the behaviors of the students at this school are manifestations of their disabilities these behaviors can be severe and inhibit the learning process	1a.2. Utilize FCIM calendars and adjust instruction based on student data	1a.2. Classroom Teachers	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.	1a.2. Student class work other than formal assessments

				*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Due to the fact that many of the behaviors of the students at this school are manifestations of their disabilities these behaviors can be severe and inhibit the learning process	1a.3. Students receive in class differentiated instruction to help students reach mastery of math concepts	1a.3. Classroom Teachers	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results Common assessments, formative assessments, math probes, purposeful questions for understanding
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b: Improve current level of performance	2012 Current Level of Performance:* 25% (3)	2013Expected Level of Performance:* Decrease in level 1,2 and 3 || 1b.2. Insufficient standard based instruction Due to the fact that many of the behaviors of the students at this school are manifestations of their disabilities these behaviors can be severe and inhibit the learning process	1b.2. Implement High Yield Instructional Strategies Students receive in class differentiated instruction to help students reach mastery of math concepts	1b.2. Classroom Teachers	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1b.2. Walkthrough Formative assessments, math probes, purposeful questions for understanding
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.

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

			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a.FCAT 2.0:Students scoring at or above AchievementLevels 4 and 5 in mathematics. Mathematics Goal #2a: Improve current level of performance	2012 Current Level of Performance:* 0% at level 4 or 5	2013Expected Level of Performance:* Increase in level 4 and 5 by 5%	2a.1. Lack of differentiation of instruction Due to the fact that many of the behaviors of the students at this school are manifestations of their disabilities these behaviors can be severe and inhibit the learning process	2a.1. Provide formative assessments to inform differentiation in instruction Include a variety of assessments and checks for understanding to determine student mastery of goals including the use of district benchmark assessments Use the gradual release model (explicit instruction, modeled instruction, guided practice and independent practice)	2a.1. Classroom Teachers Classroom Teachers Classroom Teachers	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Walkthrough Assessment Data (FCAT, FCIM activities, district common assessments EOC exams, other classroom assessments
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3

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

2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. Administrators who evaluate teachers	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of studentsaligned to FAA access points	2b1. Walkthrough Assessment data (FCIM activities, district/state assessments and other classroom assessments
Mathematics Goal #2b: Improve current level of performance	2012 Current Level of Performance:* 75% (9)	2013Expected Level of Performance:* Increase in level 7 by 5%	Due to the fact that many of the behaviors of the students at this school are manifestations of their disabilities these behaviors can be severe and inhibit the learning process		Classroom Teachers		
			2b2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. Administrators who evaluate teacher s	3a.1. Content materials are differentiated by student	3a.1. School Summary of observation section of

Mathematics Goal #3a:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Improve current level of performance	52%	100% of students will make a learning gain			Classroom Teachers	interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	teacher appraisal results Student data from assessments
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
		3a.3.	3a.3.	3a..3.	3a.3.	3a.3.
3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**		3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. AP who evaluates teacher	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of	3b.1. School Summary of observation section of teacher appraisal results
Mathematics Goal #3b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Improve current level of performance	43% (3)	100% of students will make learning gains					Class assessments

			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
						diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4a: Improve current level of performance	2012 Current Level of Performance:* 40% (16)	2013Expected Level of Performance:* 100% of students will make a learning gain	4a.1. Lack of differentiation of instruction	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or	4a.1. Lesson Plans & Walkthrough

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

Mathematics Goal #4b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*
Improve current level of performance	All students taking FAA fall in this range 43% (3)	100% of students will make a learning gain

					needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs
		4b.3.	4b.3.	4b.3.	4b.3.	4b.3

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will		52% making learning gains	57% making learning gains	63% making learning gains	70% making learning gains	77% making learning gains	85% making learning gains

reduce their achievement gap by 50%.						
Mathematics Goal #5A: Improve current level of performance						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5b.1. Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough
Mathematics Goal #5B: Improve current level of performance	2012 Current Level of Performance:* / 2013Expected Level of Performance:* White: 39% / 100% of student subgroups will make learning gains Black: 47% / An increase in proficiency by 10% Hispanic: Asian: American Indian:					
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough
Mathematics Goal #5C: Improve current level of performance	2012 Current Level of Performance:* There are no ELL students at this school	2013Expected Level of Performance:* 100% of ELL students will make learning gains An increase in proficiency by 10%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics.			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness	5d.1. Lesson Plans & Walkthrough
Mathematics Goal #5D: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:* 100% of SWD					

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

						Process Used to Determine Effectiveness of Strategy	
	48%	students will make learning gains An increase in proficiency by 10%				and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.	5e.1. Lesson Plans & Walkthrough
Mathematics Goal #5E: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	87% (59) of students are econ. Disadvantaged	100% of Economically Disadvantaged students will make learning gains					

		An increase in proficiency by 10%				*These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5E.2	5E.2	5E.2	5E.2	5E.2
			5E.3	5E.3	5E.3	5E.3	

End Mathematics Goals

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

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

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Algebra Goal #1: Improve current level of performance	2012 Current Level of Performance:* No students took the Algebra end of course exam 0%	2013 Expected Level of Performance:* Decrease level 1 and 2 By 10%					
			1a.2. Insufficient standard	1a.2. Implement High Yield	1a.2. AP who evaluates	1a.2. Determine:	1a.2. Walkthrough

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
						order questions and tasks		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough	
Algebra Goal #2: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*						
	No students took the Algebra end of course exam 0%	Increase level 4 and 5 by 5%						
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 2011-2012					#N/A	#N/A
Algebra Goal #3A: Improve current level of performance							

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.** Algebra Goal #3B: Improve current level of performance _2012 Current Level of Performance:*_ _2013Expected Level of Performance:*_ 100% of all students subgroups by ethnicity to make a learning gain Increase proficiency of all student subgroups by ethnicity by 10%	5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with	5b.1. Lesson Plans & Walkthrough

						the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
							3B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	3B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments	5c.1. Lesson Plans & Walkthrough
Algebra Goal #3C: Improve current level of performance	2012 Current Level of Performance:* *There are no ELL students in this school*	2013Expected Level of Performance:* 100% of ELL students to make a learning gain Increase proficiency of ELL students by 10%					

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

					knowledge and understanding in different ways, which includes varying degrees of difficulty.		
			5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	3D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models,	5e.1. Lesson Plans & Walkthrough
Algebra Goal #3E: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:* 100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%					

						examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5E.2	5E.2	5E.2	5E.2	3E.2.
			5E.3	5E.3	5E.3		3E.3

End of Algebra EOC Goals

Elementary and Middle Science Goals

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

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0:Students scoring at Achievement Level 3 in science. Science Goal #1a: Improve current level of performance	2012 Current Level of Performance:* *12% at Level 3*	2013Expected Level of Performance:* 20% at level 3	1a.1. Insufficient standard based instruction Students' limited background knowledge inhibits their deeper understanding of science concepts	1a.1. Set and communicate a purpose for learning and learning goals in each lesson Students will receive in class differentiated instruction to master science concepts	1a.1. Administrators who evaluate teachers Classroom Teachers	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans Baseline science data for 8th grade
			1a.2. Lack of funds for classroom supplies for science labs or hands on activities limits the opportunities for special activities on or above grade level	1a.2. Utilize more on-line programs	1a.2. Classroom Teachers	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional	1a.2. Walkthrough Student work products

				objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3.	1a.	1a.3.	1a.3.	1a.3.
1b.Florida Alternate Assessment:Students scoring at Level 4, 5, and 6 in science.		1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1b.1. Walkthrough & Lesson Plans
Science Goal #1b: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:* Decrease the number of level 1,2, and 3				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in science.			2b.1. Lack of differentiation of instruction Students' limited background knowledge inhibits their deeper understanding of science concepts	2b.1. Provide formative assessments to guide differentiation in instruction	2b.1. Administrators who evaluate teachers Classroom Teachers	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthroughs Student enrichment activity final projects Other classroom assessments
Science Goal #2a: Improve current level of performance	2012 Current Level of Performance:* *0%*	2013Expected Level of Performance:* Increase the level 4 and 5 students 5%					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment:Students scoring at or above Level 7 in science.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students'	2b1. Walkthrough
Science Goal #2b: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:* Increase the level 7 by 5%					

						learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary and Middle School Science Goals

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science PLC	K-12	Science goal manager	Science teachers K-12	Monthly	Data chats	Science SIP goal manager

Science Budget(Insert rows as needed)

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

End of Science Goals

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

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

Writing Goals

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

Writing Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT:Students scoring at Achievement Level3.0 and higher in writing.		1a.1. Insufficient standard based instruction Students lack writing strategies	1a.1. Set and communicate a purpose for learning goal and an essential question that is relevant to students	1a.1. Administrators and teachers	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Writing Goal #1a: Improve current level of performance						
	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	84% (26) level 3 or below	Decrease number of level 1,2 and 3 students				
	16% (5)	Increase number of students scoring Level 4				
		1a.2. Struggling readers may have difficulty reading and understanding the writing prompt	1a.2. One on one or small group instruction on ways to read prompts in order to understand the big idea and what the student is being asked to write about	1a.2. Administrators and teachers	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by	1a.2. Walkthrough & Lesson plans

				connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Many of the behaviors of the students are manifestations of their disabilities. These behaviors may be severe and escalate rapidly which interferes with the learning process	1a.3. Expectations of classroom behavior will be explained and taught to all students Teachers will have a classroom hierarchy of consequences posted in their classrooms and will consistently follow the hierarchy	1a.3. Administrators and teachers	1a.3. Behavior referral and suspension data as provided by Focus will be compared to previous school year's data
1b. Florida Alternate Assessment:Students scoring at 4 or higher in writing.		1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. Administrator who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning

Below the merged header row, within column 1:

Writing Goal #1b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*
Improve current level of performance	0.0% Level 7 and above 60%	Decrease number of level 1,2 and 3 students

Far right column for 1a.3 row: 1a.3. Behavior data

Far right column for 1b.1 row: 1b.1. Walkthrough & Lesson Plans

						goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

End of Writing Goals

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC	K-12	Goal Manager	Writing teachers K-12	Monthly	Monthly data chats	Writing SIP team and goal manager

Budget(Insert rows as needed)

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

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Attendance Goal #1: Improve current level of performance	2012 Current Attendance Rate:* 82% 2012 Current Number of Studentswith Excessive Absences (10 or more) 107 2012 Current Number of Students with Excessive Tardies (10 or more) NA	2013 Expected Attendance Rate:* 90% 2013 Expected Number of Students with Excessive Absences (10 or more) 96 2013Expected Number of Students with Excessive Tardies (10 or more) NA	1.1. Lack of student engagement Incorrect parent contact information makes it difficult to inform parents of absences	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan Social Workers send letters to parents after 3rd day of consecutive absence Discuss student attendance at child study team	1.1. SBLT Classroom teachers Social Worker	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted Social Workers keep log of parent contacts	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Decrease unexcused absences
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance PLC	K-12	Goal Manager	All Teachers	Monthly	Monitoring of attendance at monthly SIP meetings	Attendance SIP PLC members

Attendance Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Reinforce attendance at citizen of the month awards	Funds for healthy refreshments	Community donations	$400.00
			Subtotal:$400.00
			Total:$400.00

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: Improve current level of performance	2012Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions	1.1. Lack of Student Engagement Due to the fact that many of the behaviors of the students at Hunsinger School are manifestations of their disabilities these behaviors can be severe and escalate rapidly	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan Teachers will have a hierarchy of consequences posted in their classrooms and will consistently follow the hierarchy Behavior specialists on each wing will have a hierarchy of consequences	1.1. SBLT Behaviors specialists CPI trainers Social workers Classroom Teachers	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted Functional Behavior Plans are written, implemented and reviewed for each student	1.1. Decrease in Number of In-School Suspensions as reported in Focus Decrease in the number of out of school suspensions as reported in Focus Decrease in the total number of written referrals
	2053	2000					
	2012Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	131	118					
	2012Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	182	170					
	2012Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	71	64					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Suspension PLC	K-12	Goal	All teachers K-12	Monthly	Monthly data chats	Attendance Goal Manager

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

	Manager			

Suspension Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Reward activities for students with no referrals	School store items, sports activities, cook-out	Community donations, student sponsored fundraisers	$500.00
			Subtotal:$500.00
			Total:$500.00

End of Suspension Goals

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

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

Dropout Prevention Goal(s)	**Problem-solving Process to Dropout Prevention**

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*			1.1. Students lack skills to plan for future aspirations and create educational goals Due to the fact that many of the behaviors of the students at Hunsinger School are manifestations of their disabilities these behaviors can be severe and escalate rapidly Attendance rate decreases as students get older and move to upper grades	1.1. Implement High Yield Instructional Strategies A SIP team has been formed to address attendance in the following ways: obtain and maintain accurate parent/guardian contact information All teachers will take attendance prior to 8:30 The School Messenger system will automatically call parents at 9:00 am when student is not present Contact parents with positive comments	1.1. Principal/AP Goal Mangers Case managers Social workers	1.1. Compare dropout prevention and graduation data from 2011-2012 to 2012-2013	1.1. Walkthrough and teacher appraisal Focus Document record of positive events
Improve current level of performance	2012 Current Dropout Rate:* **78%** 2012 Current Graduation Rate:* **Hunsinger School does not have a graduation rate as all diplomas are issued from students' home zoned schools**	2013 Expected Dropout Rate:* 10% decrease from prior year 2013 Expected Graduation Rate:* Improve rate from prior year					
			1.2.Students have limited life skills, respect, responsibility, cooperation, citizenship, kindness, self-motivation, tolerance, honesty, self-control, caring, courage, patriotism	1.2.Implement activities related to the PCS Character lessons	1.2.Social workers Case Managers Administrators	1.2.Social worker logs Lesson Plans	1.2.Social worker logs Lesson Plans
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC	K-12	Goal Manager	All teachers K-12	Monthly	Monthly data chats	Goal manager, administrators

Dropout Prevention Budget(Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

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

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* Improve current level of performance Focus logins by parents	2012 Current level of Parent Involvement:* *22% (25)* *8% (Focus)*	2013 Expected level of Parent Involvement:* Increase by 20%	1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress Many students do not reside with parents but in group homes. Parent resides out of county	1.1. Provide frequent home-school communication in a variety of formats, so that families can support and supervise their child's educational progress Encourage parent participation with Focus Social workers will make home visits to encourage participation	1.1. SBLT Goal manager Case managers Social Workers	1.1. Compare number of parents attending school events from fall to spring Compare numbers of parents accessing Focus	1.1. Logs, record, sign-in sheets at school functions Focua sign ins
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC	K-12	Goal Manager	All teachers K-12	Monthly	Monthly data chats	Goal manager administrators

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Increase parent attendance	Refreshments at school functions	Community donations	$500.00
			Subtotal:$500.00
			Total:$500.00

End of Parent Involvement Goal(s)

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

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: *Utilize SBLT to assess the need and develop specific STEM goals for next year.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

STEM Budget (Insert rows as needed)

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *Utilize SBLT to assess the need and develop specific CTE goals for next year*	1.1.	1.1.	1.1.	1.1.	1.1.

	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

CTE Budget(Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CTE Goal(s)

Additional Goal I Wellness (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Wellness Additional Goal #1: Improve current level of performance **Increase the number of students (especially those who are eligible for free or reduced lunch) with access to free school wardrobes.**	2012 Current Level :* Not yet meeting Bronze Level on Healthy Schools Inventory % of eligible students who visited Clothes to Kids was 41.9%	2013 Expected Level :* Not yet meeting Bronze Level on Healthy Schools Inventory School will improve students' scores on one Being Fit Matters/Fitness gram Assessment scores for selected by school. % of eligible students who visit CTK for the 2012-2013 school year will increase to 46%	1.1. Failure to form a Healthy School Team.	1.1. Complete Healthy Schools Program 6 Step Process online https://schools.healthiergeneration.org/ Inform parents of CTK at fall Open House	1.1. Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse)	1.1. Completion of 6th Step of the Healthy School Program online (Celebrate Successes)	1.1. Healthy School Inventory (Evaluate Your School) online

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

			Failure to assess students and upload Being Fit Matters/Fitness gram data	Complete Pre and Post Being Fit Matters/Fitness gram student assessments and upload data	physical education teachers	Compare Pre and Post Being Fit Matters/Fitness gram student assessments results	Being Fit Matters Statistical Report (Portal)
			Parents not aware of CTK service or not taking advantage of community support/partnership with PCS Students are not socially engaged with school and present low self-esteem due to lack of appropriate wardrobe	Systematically monitor CTK referrals Promote CTK as a source for free school wardrobes	School social workers Social workers and all teachers	Review/monitor referral data provided by CTK three times per year (Aug., Jan., May)	CTK referral data
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Wellness Goals Professional Development

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

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

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

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

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

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

Additional Goal II Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black Academic Achievement Additional Goal #1: There will be an increase in black	2012 Current Level :*	2013 Expected Level :*	1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior	1.1. Lesson Plans & Walkthrough

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

student achievement Due to the fact that we are a school exclusively for students with disabilities and 47% of our students are Black non-Hispanic all objectives address the learning needs of Black non-Hispanic students	Reading level 3 and above Black= 4% (3) White=10% (8) Math Level Black=3and above:1% (1) White=9% (6)	All black students to will make learning gains in reading and math	Students are placed in mixed ability classrooms due to the size and staffing model of the school	Group students by reading ability level in self-contained classrooms and provide differentiated instruction to keep students engaged Data chats are used to inform and motivate students about their academic progress	Classroom teachers Literacy Coach	knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	Summative assessment (FCAT, unit assessments, chapter assessments) STAR, FAIR testing Reading Counts Quizzes
			1.2.School wide attendance levels have a negative effect on student performance especially at the high school level	1.2. Automated call made to parents every morning at 9:00 Staff calls made after 3 days of absence	1.2.Behavior specialists. Instructional and support staff	1.2. Attendance records in Focus and parent contact logs	1.1 Summative assessment (FCAT, unit assessments, chapter assessments) STAR, FAIR testing EOCs, common assessments
			1.3. Due to the nature of the EBD center school population behaviors inhibit student performance	1.3.Positive reinforcements, active engagement and modeling of appropriate behaviors will increase student performance	1.3. Behavior specialists. Instructional and support staff SIP Behavior Team	1.3.Daily point cards and level system, special recognition awards for positive behavior	Summative assessment (FCAT, unit assessments, chapter assessments) STAR, FAIR testing EOCs, common assessments

Additional MOU Goals Professional Development

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading & Math PLCs	K-12	Literacy Coach, Goal Managers	K-12 teachers	monthly	Weekly conferences between coach and teachers	Literacy coach and administrators

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

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

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

Additional Goal III Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Student Engagement for Black Students Additional Goal #1: There will be an increase in black student engagement 41% Black students received OOS 47%White students received OOS 36%Black students received ISS 51% White students received ISS	2012 Current Level :* **41% of Black students received OOS compared to 47% of White students**	2013 Expected Level :* Decrease the percent of Black students receiving OOS to 38% Reduce percent of Black students receiving ISS to 33%	1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT Behavior specialists Classroom Teachers	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU II Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Suspension Data	K-12	SIP Goal Manager and Behavior	K-12 teachers	Monthly	Minimum weekly conferences	Goal manager, behavior specialists, administrators

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

	specialists				

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

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

Additional Goal IV Bradley MOU (s)

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black graduation rate Additional Goal #1: There will be an increase in black student graduation rate Hunsinger School does not show a graduation rate as all students' diplomas are issued by their home zoned schools	2012 Current Level :* *NA*	2013 Expected Level :* *NA*	1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Increase in black graduation rate
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

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

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

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

Additional Goal V Bradley MOU (s)

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

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black advanced Coursework <u>Additional Goal #1:</u> There will be an increase percent of black students enrolled in rigorous advanced coursework There will be an increase in performance of black students in rigorous advanced coursework Hunsinger School does not offer any advanced courses. Gifted students attend classes at nearby general education facilities one day per week.	<u>2012 Current Level :*</u> *NA*	<u>2013 Expected Level :*</u> Increase from prior year	1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. Administrators who evaluate teachers	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough Professional Development includes equity and cultural responsiveness
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

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

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

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

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

End of Additional Goal(s)

Final Budget(Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:$3800.00
Mathematics Budget	
	Total:

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

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

Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:$500.00
Additional Goals	
	Total:
	Grand Total:$4300.00

Final Budget(Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:$3800.00
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:

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

Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:$500.00
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:$4300.00

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)
SAC Membership Compliance

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

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

x☐ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
Provide continuous support and input for the School Improvement Plan. Review data related to School Improvement goals. Assist with parental involvement.

Describe the projected use of SAC funds.	Amount
There are no funds allocated for SAC activities.	0