

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: EDGEWATER HIGH SCHOOL (0121)	District Name: ORANGE COUNTY PUBLIC SCHOOLS (048)
Principal: Michele Erickson	Superintendent: Dr. Barbara M. Jenkins
SAC Chair: Mary Vetter	Date of School Board Approval: January 29, 2013

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.

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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	Michele Erickson	Educational Leadership Secondary English Education	4	13	<p>Michele Erickson was Principal at Glenridge Middle School where the school maintained a school grade of A over a seven year period. In 2004 to 2008, (on average) the school met over 90% of the criteria for adequate yearly progress.</p> <p>2008-2009: Glenridge Middle School (Grade A, total points earned:570) Percent Meeting High Standards- Reading 78%, Math 74%, Writing 95%, and Science 61%. *Percent Making Learning Gains- Reading 66%, and Math 70%. *Percent of Lowest 25%- Reading 65%, and Math 61%. *77% of criteria met towards meeting Adequate Yearly Progress.</p> <p>First year: Principal at Edgewater High School in 2009-2010, Michele Erickson demonstrated success in strategically organizing plans and implementing strategies that lead school achievement efforts which significantly improved the school's grade from a D to a B under the new State grading criteria for high schools.</p> <p>2009-2010: Edgewater High School (Grade B, total points earned: 1119) *Percent Meeting High Standards- Reading 49%, Math 73%, Writing 84%, and Science 41%. *Percent Making Learning Gains- Reading 47%, and Math 73%. *Percent of Lowest 25%- Reading 32%, and Math 60%. *69% of criteria met towards meeting Adequate Yearly Progress.</p> <p>Second year: 2010-2011, significantly improved the school's grade from a B to an A under the new State grading criteria for high schools.</p> <p>2010-2011: Edgewater High School (Grade A, total points earned: 1148). *Percent Meeting High Standards- Reading 45%, Math 69%, Writing 67%, and Science 46%. *Percent Making Learning Gains- Reading 46%, and Math 68%.</p>

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					<p>*Percent of Lowest 25%- Reading 41%, and Math 51%. *77% of criteria met towards meeting Adequate Yearly Progress.</p> <p>Third year: 2011-2012, the school's grade is a B under the new State grading criteria for high schools.</p> <p>2011-2012: Edgewater High School (Grade B, total points earned: 1017). *Percent Meeting High Standards- Reading :53% , Algebra I EOC: 33%, Writing: 83%, Geometry (3rds): 30% and Biology EOC (3rds): 35% *Percent Making Learning Gains- Reading 60%, Math 44% *Percent of Lowest 60% in Reading: 46%</p>
Assistant Principal	Timothy Shuler	Educational Leadership, Art Education, Varying Exceptionalities	4	6	<p>Tim Shuler was the Assistance Plus Coordinator at Jones High School from 2007 to 2008 when the school moved from a school grade of an F to a D. He was also a previous assistant principal at Silver Star Center (which did not receive a school grade) in the 2008-2009 school year, prior to becoming assistant principal at Edgewater High School.</p> <p>2008-2009: Silver Star Center (School Grade Did Not Apply)</p> <p>First Year: At Edgewater High School in 2009-2010, Mr. Shuler was instrumental in coordinating and implemented leadership plans which significantly impacted school achievement efforts and improved the school's grade from a D to a B under the new State grading criteria for high schools.</p> <p>2009-2010: Edgewater High School (Grade B, total points earned: 1119). *Percent Meeting High Standards- Reading 49%, Math 73%, Writing 84%, and Science 41%. Percent Making Learning Gains- Reading 47%, and Math 73%. *Percent of Lowest 25%- Reading 32%, and Math 60%. *69% of criteria met towards meeting Adequate Yearly Progress.</p> <p>Second Year: 2010-2011, Mr. Shuler was instrumental in coordinating and implementing leadership plans which significantly</p>

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					<p>impacted school achievement efforts and improved the school's grade from a B to an A under the new State grading criteria for high schools.</p> <p>2010-2011: Edgewater High School (Grade A, total points earned: 1148). *Percent Meeting High Standards- Reading 45%, Math 69%, Writing 67%, and Science 46%. *Percent Making Learning Gains- Reading 46%, and Math 68%. *Percent of Lowest 25%- Reading 41%, and Math 51%. *77% of criteria met towards meeting Adequate Yearly Progress.</p> <p>Third Year: 2011-2012, Mr. Shuler was instrumental in coordinating and implementing leadership plans which significantly impacted school achievement efforts. However, the school's grade is a B under the new State grading criteria for high schools.</p> <p>2011-2012: Edgewater High School (Grade B, total points earned: 1017). *Percent Meeting High Standards- Reading :53% , Algebra I EOC: 33%, Writing: 83%, Geometry (3rds): 30% and Biology EOC (3rds): 35% *Percent Making Learning Gains- Reading 60%, Math 44% *Percent of Lowest 60% in Reading: 46%</p>
Assistant Principal	Gracemarie Howland	Bachelors Degree in Elementary Education and Exceptional Education with a Math certificate, Masters Degree in Administrative Supervision (MED)	3	11	<p>From 2004 -2006, Gracemarie Howland was an Assistant Principal at Dr. Phillips High School and member of the leadership team responsible for achieving the school grade of a "B". From 2006-2010, Ms. Howland was an assistant principal at Evans High School where she assisted the school in leading the district in reading gains for the lower 25%. Evans SY 2006-2007 FCAT Writing Plus scores also increased ten points and four points in SY 2008-2009 under Ms. Howland's supervision. She was again instrumental in increasing the school's FCAT grade by 50 points in SY 2008-2009.</p> <p>2008-2009: Evans High School (Grade D, total points earned: 408). *Percent Meeting High Standards- Reading 22%, Math 57%, Writing 71%, and Science 18%. *Percent Making Learning Gains- Reading 43%, and Math 74%. *Percent of Lowest 25%- Reading 50%, and Math 73%.</p>

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					<p>*62% of criteria met towards meeting Adequate Yearly Progress.</p> <p>2009-2010: Evans High School (Grade D, total points earned: 856). *Percent Meeting High Standards- Reading %, Math %, Writing %, and Science %. Percent Making Learning Gains- Reading %, and Math %. *Percent of Lowest 25%- Reading %, and Math %. *74% of criteria met towards meeting Adequate Yearly Progress.</p> <p>First Year: 2010-2011, Mrs. Howland was instrumental in coordinating and implementing leadership plans which significantly impacted school achievement efforts and improved the school's grade from a B to an A under the new State grading criteria for high schools.</p> <p>2010-2011: Edgewater High School (Grade A, total points earned: 1148). *Percent Meeting High Standards- Reading 45%, Math 69%, Writing 67%, and Science 46%. *Percent Making Learning Gains- Reading 46%, and Math 68%. *Percent of Lowest 25%- Reading 41%, and Math 51%. *77% of criteria met towards meeting Adequate Yearly Progress.</p> <p>Second Year: 2011-2012, Mrs. Howland was instrumental in coordinating and implementing leadership plans which significantly impacted school achievement efforts and the school's grade is a B under the new State grading criteria for high schools.</p> <p>2011-2012: Edgewater High School (Grade B, total points earned: 1017). *Percent Meeting High Standards- Reading :53% , Algebra I EOC: 33%, Writing: 83%, Geometry (3rds): 30% and Biology EOC (3rds): 35% *Percent Making Learning Gains- Reading 60%, Math 44% *Percent of Lowest 60% in Reading: 46%</p>
Assistant Principal	Anthony Serianni	Bachelor's Degree and Florida Teaching Certificate in Secondary Math Education, Master's	1	1	Anthony Serianni is in his second year at Edgewater High School. Prior to this position, he was an Administrative and Academic Dean at Meadowbrook Middle School from August 2010 – January 2012.

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		<p>Degree and Florida Certificate in Educational Leadership (MED)</p>			<p>Beginning in February 2012, Mr. Serianni came to Edgewater High School and was instrumental in coordinating and implementing leadership plans which significantly impacted school achievement efforts and helped maintain the school's A grade under the new State grading criteria for high schools.</p> <p>First Year: 2011-2012, Mr. Serianni was instrumental in coordinating and implementing leadership plans which significantly impacted school achievement efforts and the school's grade is a B under the new State grading criteria for high schools.</p> <p>2011-2012: Edgewater High School (Grade B, total points earned: 1017). *Percent Meeting High Standards- Reading :53% , Algebra I EOC: 33%, Writing: 83%, Geometry (3rds): 30% and Biology EOC (3rds): 35% *Percent Making Learning Gains- Reading 60%, Math 44% *Percent of Lowest 60% in Reading: 46%</p>
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Susan Kelly	BA Education, MA School Counseling, Elementary Ed. 1-6, Emotionally Handicapped k-12, ESL K-12, Reading K-12, National Board Teacher	4	7	<p>From 2001-2009, Susan Kelly worked as a Coordinator for Florida Literacy and Reading Excellence Center at U.C.F., a grant funded by Just Read Florida. Mrs. Kelly is now in her Fourth year at Edgewater High School, where she has been instrumental in coordinating and implementing instructional strategies which significantly impacted school achievement efforts and improved the school's grade from a D to a B in 2009-2010 & from a B to an A in 2010-2011 under the new State grading criteria for high schools.</p> <p>2008-2009: (Grades Did Not Apply)</p> <p>2009-2010: Edgewater High School (Grade B, total points earned: 1119). *Percent Meeting High Standards- Reading 49%, Math 73%, Writing 84%, and Science 41%. *Percent Making Learning Gains- Reading 47%, and Math 73%; *Percent of Lowest 25%- Reading 32%, and Math 60%. *69% of criteria met towards meeting Adequate Yearly Progress.</p> <p>2010-2011: Edgewater High School (Grade: A, total points earned: 1148). *Percent Meeting High Standards- Reading 45%, Math 69%, Writing 67%, and Science 46%. *Percent Making Learning Gains- Reading 46%, and Math</p>

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					<p>68%. *Percent of Lowest 25%- Reading 41%, and Math 51%. *77% of criteria met towards meeting Adequate Yearly Progress.</p> <p>Third Year: 2011-2012, Mrs. Kelly was instrumental in coordinating and implementing leadership plans which significantly impacted school achievement efforts and the school's grade is a B under the new State grading criteria for high schools.</p> <p>2011-2012: Edgewater High School (Grade B, total points earned: 1017). *Percent Meeting High Standards- Reading :53% , Algebra I EOC: 33%, Writing: 83%, Geometry (3rds): 30% and Biology EOC (3rds): 35% *Percent Making Learning Gains- Reading 60%, Math 44% *Percent of Lowest 60% in Reading: 46%</p>
Instructional	Ellen Costello	BA Psychology, MED Reading	4	14	<p>From 2004-2008, Ellen Costello worked at Glenridge Middle School. Ellen worked one year as a reading teacher and four years as a reading coach while helping the school to maintain a school grade of A and meeting over 90% of the Annual Yearly Progress requirements. Ellen is also a Reading teacher at Valencia Community College.</p> <p>Mrs. Costello has been at Edgewater High School from 2009 to 2012, where she has been instrumental in coordinating and implementing instructional strategies which significantly impacted school achievement efforts and improved the school's grade from a D to a B in 2009-2010 & from a B to an A in 2010-2011 under the new State grading criteria for high schools.</p> <p>2008-2009: Glenridge Middle School (Grade A, total points earned: 570). *Percent Meeting High Standards- Reading 78%, Math 74%,</p>

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					<p>Writing 95%, and Science 61%. *Percent Making Learning Gains- Reading 66%, and Math 70%. *Percent of Lowest 25%- Reading 65%, and Math 61%. *77% of criteria met towards meeting Adequate Yearly Progress.</p> <p>2009-2010: Edgewater High School (Grade B, total points earned: 1119). *Percent Meeting High Standards- Reading 49%, Math 73%, Writing 84%, and Science 41%. *Percent Making Learning Gains- Reading 47%, and Math 73%. *Percent of Lowest 25%- Reading 32%, and Math 60%. *69% of criteria met towards meeting Adequate Yearly Progress.</p> <p>2010-2011: Edgewater High School (Grade A, total points earned: 1148). *Percent Meeting High Standards- Reading 45%, Math 69%, Writing 67%, and Science 46%. *Percent Making Learning Gains- Reading 46%, and Math 68%. *Percent of Lowest 25%- Reading 41%, and Math 51%. *77% of criteria met towards meeting Adequate Yearly Progress.</p> <p>Third Year: 2011-2012, Mrs. Costello was instrumental in coordinating and implementing leadership plans which significantly impacted school achievement efforts and the school's grade is B under the new State grading criteria for high schools.</p> <p>2011-2012: Edgewater High School (Grade B, total points earned: 1017). *Percent Meeting High Standards- Reading :53% , Algebra I</p>
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					EOC: 33%, Writing: 83%, Geometry (3rds): 30% and Biology EOC (3rds): 35% *Percent Making Learning Gains- Reading 60%, Math 44% *Percent of Lowest 60% in Reading: 46%
Inclusion	Williams, E. Laverne, PhD., LMHC	BS English, Speech & Drama; MS Exceptional Student Education, Guidance and Counseling, Counselor Psychology; Phe Clinical Psychology; Certification Exceptional Student Education	2	3	<p>From 2004-2011, Dr. Lavern Williams has worked at Jones High School: two years as a Learning Strategies teacher, three years as a Staffing Specialist, and two years as an Inclusion/RTI Coach. At Jones, Dr. Williams was very instrumental in implementing learning strategies that helped improved its schools' grade from an F to a B. Dr. Lavern Williams is now in her second year at Edgewater High School.</p> <p>2008-2009: Jones High School (Grade D, total points earned: 570). *Percent Meeting High Standards- Reading 21%, Math 63%, Writing 88%, and Science 21%. *Percent Making Learning Gains- Reading 36%, and Math 77%. *Percent of Lowest 25%- Reading 39%, and Math 77%. *90% of criteria met towards meeting Adequate Yearly Progress.</p> <p>2009-2010: Jones High School (Grade B, total points earned: 1043). *Percent Meeting High Standards- Reading 20%, Math 59%, Writing 88%, and Science 20%. *Percent Making Learning Gains- Reading 37%, and Math 73%. *Percent of Lowest 25%- Reading 49%, and Math 73% *85% of criteria met towards meeting Adequate Yearly Progress.</p> <p>2010-2011: Jones High School (Grade C, total points earned: 937).</p>

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					<p>*Percent Meeting High Standards- Reading 19%, Math 57%, Writing 80%, and Science 15%.</p> <p>*Percent Making Learning Gains- Reading 36%, and Math 64%.</p> <p>*Percent of Lowest 25%- Reading 53%, and Math 62%</p> <p>*82% of criteria met towards meeting Adequate Yearly Progress.</p> <p>First Year: 2011-2012, Dr. Williams was instrumental in coordinating and implementing leadership plans which significantly impacted school achievement efforts and the school's grade is a B under the new State grading criteria for high schools.</p> <p>2011-2012: Edgewater High School (Grade B, total points earned: 1017).</p> <p>*Percent Meeting High Standards- Reading :53% , Algebra I EOC: 33%, Writing: 83%, Geometry (3rds): 30% and Biology EOC (3rds): 35%</p> <p>*Percent Making Learning Gains- Reading 60%, Math 44%</p> <p>*Percent of Lowest 60% in Reading: 46%</p>
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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
<p>1. Edgewater High School will continue to work closely with the school district's human resources and personnel department to recruit high quality and highly qualified teachers. The Edgewater High School New Teacher Mentor Program will pair new teachers with present highly qualified teachers for mentoring and coaching opportunities. Teacher achievements will be highlighted in the Principal's weekly school and community updates. There will be ongoing professional development opportunities and monetary incentives for high</p>	<p>Principal, Resource Teacher/Coaches</p>	<p>June 2013</p>

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performance.		
2. Veteran teachers will have the option of choosing to focus on a Deliberate Practice study instead of the IPDP. This allows teachers to choose specific instructional strategies to improve and to implement a plan for improvement throughout the year.	Principal, Assistant Principals, Teachers	June 2013
3. Teachers will have the opportunity to share their best practices through department meetings and Professional Learning Communities.	Principal, Assistant Principals, Resource Teacher/Coaches, Teachers	June 2013
4. Edgewater High School will continue to work closely with the districts Substitute Services and Special Projects Department to provide college intern teaching opportunities to aspiring teachers from various colleges within the nearby communities.	OCPS Director of Substitute Services and Special Projects, Principal, Assistant Principal, Clinical Certified Teachers, and College Intern Coordinator	June 2013

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Non-Highly Effective Instructors

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	

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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
104	11.5% (12)	36.5% (38)	25.9% (27)	25.9% (27)	25% (26)	87.5% (91)	9.6% (10)	5.7% (6)	3.8% (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
1) Bokhart, Jane	Parrish, Mary	Experienced Teacher Same Content Area	1. Pair mentor and mentee. 2. Schedule coaching opportunities for mentor and mentee. 3. Bi-weekly meetings with mentee to

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			<p>review instructional goals and present support needs.</p> <p>4. Schedule professional development to support new teacher professional needs: classroom management, delivery of instruction, lesson planning.</p> <p>5. Provide continuous administrative support to mentor.</p> <p>6. Review available teacher resources from district and school.</p> <p>7. Administration meets with mentor and mentee to review student assessment data to address classroom instruction.</p>
<p>2) Borish, Scott</p>	<p>Glover, Alexander</p>	<p>Experienced Teacher</p> <p>Same Content Area</p>	<p>1. Pair mentor and mentee.</p> <p>2. Schedule coaching opportunities for mentor and mentee.</p> <p>3. Bi-weekly meetings with mentee to review instructional goals and present support needs.</p> <p>4. Schedule professional development to support new teacher professional needs: classroom management, delivery of instruction, lesson planning.</p> <p>5. Provide continuous administrative support to mentor.</p> <p>6. Review available teacher resources</p>

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<p>3) Crews, David</p>	<p>Hickey, Ethan</p>	<p>Experienced Teacher Same Content Area</p>	<ol style="list-style-type: none"> 1. Pair mentor and mentee. 2. Schedule coaching opportunities for mentor and mentee. 3. Bi-weekly meetings with mentee to review instructional goals and present support needs. 4. Schedule professional development to support new teacher professional needs: classroom management, delivery of instruction, lesson planning. 5. Provide continuous administrative support to mentor. 6. Review available teacher resources
<p>4) Donaldson-Francois, Jacque</p>	<p>Manges, Jeffery</p>	<p>Experienced Guidance Counselor Same Area of Counseling</p>	<ol style="list-style-type: none"> 1. Pair mentor and mentee. 2. Schedule coaching opportunities for mentor and mentee. 3. Bi-weekly meetings with mentee to review instructional goals and present support needs. 4. Schedule professional development to support new teacher professional needs: classroom management, delivery of instruction, lesson planning. 5. Provide continuous administrative support to mentor. 6. Review available teacher resources

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<p>5) Jones, David</p>	<p>Rock, William</p>	<p>Experienced Teacher</p> <p>Same Content Area</p>	<ol style="list-style-type: none"> 1. Pair mentor and mentee. 2. Schedule coaching opportunities for mentor and mentee. 3. Bi-weekly meetings with mentee to review instructional goals and present support needs. 4. Schedule professional development to support new teacher professional needs: classroom management, delivery of instruction, lesson planning. 5. Provide continuous administrative support to mentor. 6. Review available teacher resources
<p>6) Leisher, Julie</p>	<p>Mahoney, Jess</p>	<p>Experienced Teacher</p> <p>Same Content Area</p>	<ol style="list-style-type: none"> 1. Pair mentor and mentee. 2. Schedule coaching opportunities for mentor and mentee. 3. Bi-weekly meetings with mentee to review instructional goals and present support needs. 4. Schedule professional development to support new teacher professional needs: classroom management, delivery of instruction, lesson planning. 5. Provide continuous administrative support to mentor. 6. Review available teacher resources

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<p>7) Light, Jeremy</p>	<p>Bryson, Heather</p>	<p>Experienced Teacher Same Content Area</p>	<ol style="list-style-type: none"> 1. Pair mentor and mentee. 2. Schedule coaching opportunities for mentor and mentee. 3. Bi-weekly meetings with mentee to review instructional goals and present support needs. 4. Schedule professional development to support new teacher professional needs: classroom management, delivery of instruction, lesson planning. 5. Provide continuous administrative support to mentor. 6. Review available teacher resources
<p>8) Lopatka, Carie</p>	<p>Biddle, Jeri</p>	<p>Experienced Teacher Same Content Area</p>	<ol style="list-style-type: none"> 1. Pair mentor and mentee. 2. Schedule coaching opportunities for mentor and mentee. 3. Bi-weekly meetings with mentee to review instructional goals and present support needs. 4. Schedule professional development to support new teacher professional needs: classroom management, delivery of instruction, lesson planning. 5. Provide continuous administrative support to mentor. 6. Review available teacher resources

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<p>9) Lopatka, Michael</p>	<p>Williams Jr, Dale</p>	<p>Experienced Teacher Same Content Area</p>	<ol style="list-style-type: none"> 1. Pair mentor and mentee. 2. Schedule coaching opportunities for mentor and mentee. 3. Bi-weekly meetings with mentee to review instructional goals and present support needs. 4. Schedule professional development to support new teacher professional needs: classroom management, delivery of instruction, lesson planning. 5. Provide continuous administrative support to mentor. 6. Review available teacher resources
<p>10) Markham, Ailene</p>	<p>Peach, Patty</p>	<p>Experienced Teacher Same Content Area</p>	<ol style="list-style-type: none"> 1. Pair mentor and mentee. 2. Schedule coaching opportunities for mentor and mentee. 3. Bi-weekly meetings with mentee to review instructional goals and present support needs. 4. Schedule professional development to support new teacher professional needs: classroom management, delivery of instruction, lesson planning. 5. Provide continuous administrative support to mentor. 6. Review available teacher resources

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<p>11) Rogers, Theresa</p>	<p>Wegner, Donna</p>	<p>Experienced Teacher Same Content Area</p>	<ol style="list-style-type: none"> 1. Pair mentor and mentee. 2. Schedule coaching opportunities for mentor and mentee. 3. Bi-weekly meetings with mentee to review instructional goals and present support needs. 4. Schedule professional development to support new teacher professional needs: classroom management, delivery of instruction, lesson planning. 5. Provide continuous administrative support to mentor. 6. Review available teacher resources
<p>12) Steinhorn, David</p>	<p>Matton, Scott</p>	<p>Experienced Teacher Same Content Area</p>	<ol style="list-style-type: none"> 1. Pair mentor and mentee. 2. Schedule coaching opportunities for mentor and mentee. 3. Bi-weekly meetings with mentee to review instructional goals and present support needs. 4. Schedule professional development to support new teacher professional needs: classroom management, delivery of instruction, lesson planning. 5. Provide continuous administrative support to mentor. 6. Review available teacher resources

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<p>13) Walker, Jeannette</p>	<p>Creinin, Kristina</p>	<p>Experienced Teacher Same Content Area</p>	<ol style="list-style-type: none"> 1. Pair mentor and mentee. 2. Schedule coaching opportunities for mentor and mentee. 3. Bi-weekly meetings with mentee to review instructional goals and present support needs. 4. Schedule professional development to support new teacher professional needs: classroom management, delivery of instruction, lesson planning. 5. Provide continuous administrative support to mentor. 6. Review available teacher resources
<p>14) Wensyel, Dave</p>	<p>Larkin, Bill</p>	<p>Experienced Teacher Same Content Area</p>	<ol style="list-style-type: none"> 1. Pair mentor and mentee. 2. Schedule coaching opportunities for mentor and mentee. 3. Bi-weekly meetings with mentee to review instructional goals and present support needs. 4. Schedule professional development to support new teacher professional needs: classroom management, delivery of instruction, lesson planning. 5. Provide continuous administrative support to mentor. 6. Review available teacher resources

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<p>15) West, Jennifer</p>	<p>Allam, James</p>	<p>Experienced Teacher Same Content Area</p>	<ol style="list-style-type: none"> 1. Pair mentor and mentee. 2. Schedule coaching opportunities for mentor and mentee. 3. Bi-weekly meetings with mentee to review instructional goals and present support needs. 4. Provide access to relevant district level training. 5. Provide continuous administrative support to mentor. 6. Review available counselor resources
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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II Edgewater High School receives additional district support utilizing the professional development services of writing consultant Mark Lewis to help devise a writing plan and improve student achievement scores in writing. Through this process, Language Arts and Social Studies teachers along with students will be exposed to researched based strategies that will assist in further understanding and implementation of the writing process.
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI) Edgewater High School provides tutoring activities before and after school for students needing additional academic review and support. Tutors are funded through the Edgewater SAC and Rollins College "Upward Bound" Program. Additionally, Edgewater has coordinated efforts to provide college students as volunteer tutors to assist students needing the additional support.
Violence Prevention Programs Edgewater High School provides violence prevention through an on-campus Student Assistance Family Empowerment program.
Nutrition Programs
Housing Programs
Head Start

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Adult Education

Edgewater High School offers various courses through the Adult Community Education (ACE) program. Courses are scheduled on campus twice a week in collaboration with the Orlando Technical Center. Edgewater also offers various online courses in conjunction with Orange County Virtual School to further meet the needs of students.

Career and Technical Education

Edgewater High School consistently offers a myriad of elective courses that provide students with the opportunity to explore career interests. Edgewater also offers engineering courses, architecture courses, web design, and computer science courses through the Engineering, Science, and Technology Magnet for students displaying an interest in exploring careers in the field of Engineering. Academic programs tailored for Edgewater High School also gives students the opportunity to apply skills and knowledge learned through regional, state, and national competitions for specific career areas. Students are also afforded the opportunity to take career courses through Orange County Public Schools technical and career centers while enrolled in core subject areas at Edgewater High School. Students are transported to several locations throughout the district that may include locations at Orlando Technical Center, Winter Park Technical Center, Mid-Florida Technical Center, and Westside Technical Center.

Job Training

Edgewater High School offers job training opportunities for the many students in the Exceptional Student Education program. Through career placement, students are transported to local destinations to include Florida Hospital each week for job related experiences.

Other

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

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School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team.</p> <p>A collaborative team of administrators, deans, teachers, guidance counselors, placement specialist, ESOL teacher, literacy coach, inclusion coach, curriculum resource teacher, Reading coach, and SAFE coordinator make up the Edgewater RTI leadership team.</p>
<p>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?</p> <p>The Principal will provide the necessary support through professional development activities to improve staff knowledge and skills for continual RtI development. There will be an increased focus to improve the schools' RtI team through progress monitoring and the disaggregation of data. This process will assist in guiding instructional decisions that will support the implementation of appropriate interventions for students that are not progressing. Communication will continue as an effort to update teachers, parents, and students about the RtI plan. The schools' curriculum leaders and department chairs will provide ongoing professional development with departments to support the RtI plan. There will be ongoing progress monitoring of overall department data and assistance provided to specific teachers in data interpretation and implementation of Tier 1 interventions. Instructional coaches will also assist in developing an effective intervention plan with the help of district personnel. Each coach will engage in analyzing school assessment data to build a core list of at-risk students. Instructional coaches will work with curriculum leaders to assess data, implement a plan, and support the implementation of Tier 1, 2, and 3. Continuous progress monitoring will be provided to measure effectiveness of interventions for each Tier. The Curriculum Resource teacher will assist in developing an effective intervention plan with district personnel. The CRT will assist in analyzing school assessment data to build core list of at-risk students. The CRT will also collaborate with Curriculum leaders to assess data and implementation of RtI plan. CRT will assist in supporting the implementation of Tier 1, 2, and 3 and provide continuous progress monitoring to measure effectiveness of interventions for each Tier. Guidance counselors will consult with parents and students about RtI plan implementation. They will develop an academic plan with parents and students that support the RtI plan and students goals. Counselors will monitor students' progress in all classes and schedule conferences with parent, student, and teacher as needed. The Placement Specialist will ensure that IEP and 504 plans adhere to intervention plans. The CRT will consult with the RtI team about ESE students and assist in planning modifications to meet the required accommodations for ESE students. General and special education teachers will be responsible for implementing Tier 1 of the RtI plan. They will analyze assessment for effectiveness of interventions and assist in prescribing additional interventions for specific student deficiencies.</p> <p>The RtI Leadership Team members will be responsible for managing, supervising, and progress monitoring of specific curricular areas to determine specific student deficiencies. Members will also report this data to the overall RtI Leadership Team. The team will meet weekly. Following initial data analysis Tier 1 interventions will be developed by department members for implementation in the core academic classrooms. Tier 2 interventions will be developed by curriculum leaders, leadership team members and resource coaches for implementation in the academic resource center and in core academic classrooms. Progress monitoring will be continuous throughout the intervention window. Following the closure of the intervention window and new benchmark data, the Leadership Team members will repeat the data disaggregation process and meet to determine students' needs and develop subsequent tier interventions as necessary.</p>
<p>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?</p> <p>The RtI Leadership Team has an integral role in the development of programs and activities that will address the needs of students below grade level or students that have demonstrated low achievement on district and state assessments. Members of the Leadership Team serve continuous roles for the successful implementation of specific programs and activities to address areas of low achievement. Team members analyze student data (using the Instructional Management System) during each window and then create and implement solutions to respond to specific student needs in math, science, and reading through the school-wide progress monitoring system.</p>
MTSS Implementation

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Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Multiple sources of data will be used to find specific areas of deficiencies to include Mini-assessments, Benchmark assessments, Annual State assessments, grade report cards, and subject area common assessments. Mini-assessments and Benchmark assessments will be used for frequent progress monitoring and initial interventions; other data sources will assist in preparing effective interventions developed by the RtI Leadership Team. Site-based data analysis will be conducted twice a month. Initial FCAT and OCPS Benchmark data analysis will take place with the assistance of the OCPS assessment and accountability experts. Teachers will use the district supported Instructional Management System to analyze and disaggregate student achievement data.

Describe the plan to train staff on MTSS.

Staff will be trained by OCPS RtI Team. Training will be supported by school-based administration throughout the school year to ensure that plans are implemented with fidelity. Professional development will also be provided each month in small PLC sessions throughout the school year.

Describe the plan to support MTSS.

Monthly Leadership Team meeting will be held to discuss, analyze, and evaluate programs and activities to ensure:

- Plans are properly implemented
- Professional Development through PLC sessions are provided throughout the school year
- School-wide Progress Monitoring System is being implemented with data chats that include teachers, students and parents
- Tutoring is provided for struggling students before and after school
- Common Planning is effectively utilized by teachers each week
- Support facilitation is implemented and schedules followed to provide assistance to teachers and students

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Edgewater Literacy Leadership Team (LLT) consist of the Principal, assistant principals, Reading coaches, CRT, Inclusion coach, department heads, PLC coordinators, teachers, and guidance counselors.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will coordinate weekly staff development activities each month. Monthly LLT meetings will be held to evaluate school-wide Reading initiatives, analyze data trends, and support teachers in making adjustments to instructional practices.
What will be the major initiatives of the LLT this year? The primary function of the LLT is to promote the implementation of literacy skills across all content areas in an effort to improve Reading scores in all FCAT categories. The LLT will coordinate monthly staff development activities with an emphasis on building teacher capacity and engaging the 21st Century Learner. Teachers will be able to observe, discuss, and implement many research based best practices as well as other literacy strategies gained from participation in designated presentations and activities with their colleagues. This effort will allow teachers to grow from the experience of sharing collaboratively and diminishing the idea of working in isolation.

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.

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

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

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

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

The school's Literacy Team promotes Reading across content areas while providing weekly staff development to assist all teachers in implementing Reading strategies and other research based best practices. The CRT and Reading coach will also provide ongoing-training to assist teachers in the interpretation of student Reading data compiled from Edusoft mini-assessments, Achieve 3000, Florida Alternative Assessment data, and past year FCAT scores. All teacher's will be responsible for scheduling data chats with student and/or parents for basic skills review to promote student success in Reading. Teachers will also organize data binders and receive training in utilizing the district's Instructional Management System to maintain disaggregated data and monitor student progress in order to enhance classroom Reading instruction as needed. The Reading coach will provide teachers in all content areas with the opportunity to select and obtain fiction/non-fiction books to create a classroom library. Students will be encouraged to read in every classroom as every teacher will aide in the support of reading comprehension strategies taught in Language Arts and Reading classes.

**High Schools Only*

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

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

Edgewater High School consistently offers a myriad of elective courses that provide students with the opportunity to explore career interests. Edgewater also offers engineering courses, architecture courses, web design, and computer science courses through the Engineering, Science, and Technology Magnet for students displaying an interest in exploring careers in the field of Engineering. Students are regularly provided with the opportunity to take career courses through Orange County Public Schools technical and career centers while enrolled in core subject areas at Edgewater High School. Academic programs tailored for Edgewater High School also gives students the opportunity to apply skills and knowledge learned through regional, state, and national competitions for specific career areas.

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

Edgewater High School creates a culture and climate of a high quality institution that is conducive to learning in which every student can strive towards meeting their academic and career goals. Guidance counselors regularly schedule meetings with students and parents to develop academic plans which correlate with student's interest. Counselors also work collaboratively with teachers to survey students, discuss course offerings, and counsel students during the process

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Rule 6A-1.099811

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of course selection. To further assist students in making informed academic and career decisions, counselors consistently utilize the college and career center to provide curriculum guides, career pamphlets, college brochures, hold college visits, and present various opportunities for students and parents to attend scheduled college & career seminars throughout the school year. Students are also provided the opportunity during the second semester to request courses for the following year that will support their academic plan and career interest.

Postsecondary Transition

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

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

Edgewater High School will continue building upon an established foundation for expectation of postsecondary enrollment, time management, organization and planning skills through the AVID program. The school will maintain support of guidance initiatives towards building individual student academic plans that will promote postsecondary school enrollment. Guidance counselors will meet with students to discuss their career goals and develop a plan of action that is supported by their academic schedule. Counselors will continue to schedule students in rigorous and challenging courses while providing SAT/ACT prep courses after school. Opportunities will be provided to students for dual enrollment at a local community college and participation in various tech programs at Orange County Public Schools technical centers. Seminars will be scheduled throughout the school year to provide pertinent information concerning college commitment, testing, scholarships, Advanced Placement classes, dual enrollment, and finances. Edgewater will also continue to promote and maintain an academic resource center which will offer tutoring and other supplemental resources in order to meet additional student needs.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Reading Goal #1A: The percentage of Edgewater High School students demonstrating proficiency (FCAT Level 3) in reading has slightly increased from that of the previous year.	2012 Current Level of Performance:* In July 2012, 43% (188) of the 53% (446) students tested at Edgewater High School demonstrated proficiency (FCAT Level 3) in reading on the 2012 FCAT.	2013 Expected Level of Performance:* By July 2013, 48% (232) of the 58% (488) students to be tested at Edgewater High School will demonstrate proficiency (FCAT Level 3) in reading on the 2013 FCAT.	Students need additional review and support to maintain present level of achievement in reading.	Tutoring services (Rollins College "Up-ward Bound Program") and academic resources will be utilized through the Academic Resource Center and other designated locations on campus. Extended learning opportunities will be offered 5 days a week before and after school.	Assistant Principal, CRT, Reading Coach, Teacher	Reading FCAT Data Edusoft/Mini-assessments will be used bi-weekly to assess student progress	Reading FCAT Data FAIR Assessment Data Edusoft bi-weekly mini-assessment data
				1A.2. Inconsistent teacher compliance in the school-wide progress monitoring system designed to assist with analyzing student data	1A.2. Continue training teachers in the disaggregation of data utilizing the Instructional Management system to	1A.2. Assistant Principal, CRT, Reading Coach, Teacher	Edusoft/Mini-assessments will be used bi-weekly to assess student progress. Administrators will do

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		and targeting student deficiencies in reading	address students' needs. Teachers will collaborate to analyze data from similar sources in order to redirect instructional focus for remediation and enrichment.		rigorous walk through to assess teacher instruction and use of data binder. Reading coach will continuously observe reading teachers for proper implementation of strategies.	Fair Assessment Teacher common assessments Teacher data binders
		1A.3. Students lack parental support at home to supplement Reading strategies taught in school as many parents work multiple jobs.	1A.3. Provide and promote FCAT resources for parents at Parent Resource center, Career College Resource Center, and Media Center. Media Center hours have been extended until 4:00pm, 4 days a week, allowing students access to print materials and technology resources. Teachers will communicate effective reading strategies through progress book, email, school newsletter, parent/student conferences, and at open house to assist parents at home in supplementing reading strategies which are taught in school.	1A.3. Assistant Principal, Media Specialist, API, and AVID Coordinator	1A.3. Sign-In sheet in individual venues Phone logs Parent surveys	1A.3. Edusoft bi-weekly mini-assessment data Benchmark assessments Teacher common assessments

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			1A.4. Lack of high complexity tasks and assessments aligned with the complexity required of the benchmark delivered by teachers.	1A.4. CRT and District staff will deliver training on unwrapping the standards to assist teachers in understanding of the New Generation State Standards. Reading coach will facilitate PLC's on using moderate to high cognitive complexity tasks during instructional delivery. Reading coach will continue to develop a Literacy Studio as a "model classroom" for the delivery of rigorous tasks and assessments utilizing the gradual release instructional model to deliver instruction.	1A.4. Assistant Principal, Reading Coach, and CRT	1A.4. Edusoft/Mini-assessments will be used bi-weekly to assess student progress. Administrators will do rigorous walk through to assess teacher instruction and use of data binder. Reading coach will continuously observe reading teachers for proper implementation of strategies.	1A.4. Reading FCAT Data Edusoft bi-weekly mini-assessment data Fair Assessment Teacher common assessments Teacher data binders
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Reading Goal #1B:</u> The percentage of students scoring a 4, 5, and 6 in reading on the Florida Alternative Assessment has improved over the previous year.	<u>2012 Current Level of Performance:*</u> In July 2012, 38% (3) of the (8) students tested at Edgewater	<u>2013 Expected Level of Performance:*</u> In July 2013, 46% (5) of the (11) students tested at Edgewater	Promote and establish compliance in the school-wide progress monitoring system to target deficiencies in reading	Continue training teachers in using the Instructional Management System to disaggregation data in order to modify instruction and address students' academic deficiencies.	Assistant Principal, CRT, Reading Coach, Teacher	Informal teacher assessments Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction and use of data binder.	Reading Florida Alternative Assessment Results Teacher Informal Assessment Teacher data binders

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	High School scored a 4, 5 and 6 in reading on the 2012 Florida Alternative Assessment.	High School scored a 4, 5 and 6 in reading on the 2013 Florida Alternative Assessment.				Reading coach will continuously observe teachers for proper implementation of strategies.	
		1B.2. Lack of parental support to supplement instructional strategies being taught in school.	1B.2. Provide and promote resources for the FLAA at Parent Resource center, Career College Resource Center, and Media Center	1B.2. Assistant Principal, Media Specialist, API, and TMH Teachers	1B.2. Sign-In sheet in individual venues	1B.2. Reading Florida Alternative Assessment Results Teacher Informal Assessment	
		1B.3. Students not maintaining present levels of achievement because of lost instructional time resulting from lack of student attendance in class/school.	1B.3. Focus attendance radar on students with habitual attendance issues and hold parent/student conferences to inform parents and student of the importance of maintain high academic standards while in school. Use School Messenger System/parent contact logs to alert parents and document phone calls for child study team meetings. Send warning letters to	1B.3. Assistant Principal, TMH Teacher, Placement Specialist, School Social Worker	1B.3. Attendance Reports	1B.3. Reading Florida Alternative Assessment Results Teacher Informal Assessment	

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			inform parents of excessive absences			
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Lack of cross curricular collaboration amongst teachers in delivering reading strategies needed to support the enhancement of students reading comprehension skills.	Teachers will meet across the curriculum once a month to examine curriculum alignment "scope and sequence" for the purpose of devising lesson plans to deliver reading strategies to students in support of established reading initiatives: (Language Arts, Reading, and Social Studies teachers & Math and Science).	Assistant Principal, CRT, Reading Coach, Teachers	Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction.	Reading FCAT Data Edusoft bi-weekly mini-assessment data Teacher common assessment
In June 2012, Reading scores for students achieving above proficiency have declined slightly (FCAT Levels 4 and 5) from that of the previous year.	In June 2012, 20% (167) students at level 4 and 9% (76) students at level 5 for a combined total of 29% (243) tested at Edgewater High School achieved above proficiency in Reading on the 2012 FCAT.	In June 2013, 23% (194) students at level 4 and 11% (93) students at level 5 for a combined total of 34% (286) to be tested at Edgewater High School will achieve above proficiency in Reading on the 2013 FCAT.					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			Promote and establish compliance in the school-wide progress monitoring system to target deficiencies in reading	Continue training teachers in using the Instructional Management System to disaggregation data in order to modify instruction and address students' academic deficiencies.	Assistant Principal, CRT, Reading Coach, Teacher	Mini-assessments will be used bi-weekly to assess student progress. Administrators will conduct rigorous classroom walk-throughs	Reading FCAT Data Fair Assessment Edusoft bi-weekly mini-assessment data

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					to assess teacher instruction and use of data binders.	Teacher Common Assessment Data Binders	
		2A.3 Students lack access to additional reading resources of their interests.	2A.3 Media specialist will survey students to make relevant books available for students in the school library and conduct book talks in classrooms and the media center to support reading initiatives. Reading coach will conduct a Barnes and Noble book fair to purchase and make available fiction/non-fiction reading material for students as part of the schools' classroom libraries school wide.	2A.3 Media Specialist Reading Coach	2A.3 Edusoft/Mini-assessments will be used bi-weekly to assess student progress.	2A.3 Reading FCAT Data Fair Assessment Edusoft bi-weekly mini assessment data Benchmark assessment	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	
Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Promote and establish compliance in the school-wide progress monitoring system to target deficiencies in reading	Continue training teachers in utilizing the Instructional Management System for disaggregation of data to address students' academic deficiencies and modify instruction.	Assistant Principal, CRT, Reading Coach, Teacher	Informal teacher assessments Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction and use of data binder.	Reading Florida Alternative Assessment Results Teacher Informal Assessment Teacher data binders
The percentage of students scoring at or above a 7 in reading on the Florida Alternate Assessment has improved over the previous year.	In July 2012, 25% (2) of the (8) students tested at Edgewater	In July 2012, 36% (4) of the (11) students tested at Edgewater					

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	High School scored at or above a 7 in reading on the 2012 Florida Alternative Assessment.	High School scored at or above a 7 in reading on the 2013 Florida Alternative Assessment.				Reading coach will continuously observe teachers for proper implementation of strategies.	
			2B.2. Lack of parental support at home to supplement instructional strategies used at school.	2B.2. Provide and promote resources to assist parents in supplementing student Reading instruction for FLAA at the Parent Resource center, Career College Resource Center, and Media Center	2B.2. Assistant Principal, Media Specialist, API, and TMH Teachers	2B.2. Sign-In sheet in individual venues	2B.2. Reading Florida Alternative Assessment Results Teacher Informal Assessment
			2B.3 Students not maintaining present levels of achievement because of lost instructional time resulting from lack of student attendance in class/school.	2B.3 Focus attendance radar on ESE students with habitual attendance issues Use School Messenger System/parent contact logs to document attendance phone calls. Send Warning letters to inform parents of student excessive absences.	2B.3 Assistant Principal, TMH Teacher, Placement Specialist, School Social Worker	2B.3 Attendance Reports	2B.3 Reading Florida Alternative Assessment Results Teacher Informal Assessment

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<p>Reading Goal #3A:</p> <p>The percentage of Edgewater High School students demonstrating learning gains on the FCAT increased from that of the previous year.</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>In 2012, 60% (505) of Edgewater High School students demonstrated learning gains as measured by the 2012 FCAT in Reading.</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>In 2013, 65% (547) of Edgewater High School students will demonstrate learning gains as measured by the 2013 FCAT in Reading.</p>	<p>3A.1.</p> <p>Students need additional review and support to improve present level of achievement in reading.</p>	<p>3A.1.</p> <p>Tutoring services (Rollins College "Up-ward Bound Program") and academic resources will be utilized through the Academic Resource Center and other designated locations on campus.</p> <p>Extended learning opportunities will be offered 5 days a week before and after school.</p>	<p>3A.1.</p> <p>Assistant Principal, Reading Coach,</p>	<p>3A.1.</p> <p>Mini-assessments will be used bi-weekly to assess student progress.</p> <p>Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction.</p>	<p>3A.1.</p> <p>Previous year Reading FCAT Data</p> <p>FAIR Assessment</p> <p>Edusoft bi-weekly mini-assessment data</p>
				<p>3A.2.</p> <p>Struggling readers requiring more individualized instructional time to address specific reading deficiencies in order to demonstrate proficiency on the FCAT in Reading.</p>	<p>3A.2.</p> <p>Guidance counselors will collaborate with Reading coach to schedule students in intensive reading classes where reading teachers will address identified deficiencies and monitor student progress towards proficiency in Reading.</p>	<p>3A.2.</p> <p>Assistant Principal, Reading Coach</p>	<p>3A.2.</p> <p>Mini-assessments will be used bi-weekly to assess student progress</p>

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			3A.3. Students lack access to additional reading resources of their interests.	3A.3. Media specialist will survey students to make relevant books available for students in the school library and conduct book talks in classrooms and the media center to support reading initiatives. Reading coach will conduct a Barnes and Noble book fair to purchase and make available fiction/non-fiction reading material for students as part of the schools' reading initiative to increase classroom libraries school wide.	3A.3. Media Specialist, Reading Coach	3A.3. Mini-assessments will be used bi-weekly to assess student progress	3A.3. Reading FCAT Data Edusoft bi-weekly mini-assessment data Teacher common assessment
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Promote and establish compliance in the schools' progress monitoring system.	Continue training teachers in the disaggregation of student data using the Instructional Management System to address students' deficiencies.	Assistant Principal, CRT, Reading Coach, Teacher	Informal teacher assessments Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction and use of data binder. Reading coach will continuously observe teachers for proper	Reading Florida Alternative Assessment Results Teacher Informal Assessment Teacher data binders
By June 2013 students will increase their learning gains score in Reading on the Florida Alternate Assessment by 10%.	In June 2012, 54% (6) students made learning gains in Reading on the Florida Alternate Assessment.	By July 2013, 64% (7) students will make learning gains in Reading on the Florida Alternate Assessment.					

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						implementation of strategies.	
		3B.2. Students needing additional review and support.	3B.2. Continue to offer reading review sessions where teacher will engage students in thought provoking conversation to illicit appropriate outcomes in response to reading passages.	3B.2. Assistant Principal, Reading Coach, ESE Teacher	3B.2. Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction.	3B.2. Previous year Reading Florida Alternative Assessment Data Teacher informal assessment data	
		3B.3. Lack of student access to additional reading resources.	3B.3. Media specialist will survey students to make relevant books available for students in the school library and conduct book talks in classrooms and the media center to support reading initiatives. Reading coach will conduct a Barnes and Noble book fair to purchase and make available fiction/non-fiction reading material for students as part of the schools' reading initiative to increase classroom libraries school wide.	3B.3. Media Specialist, Reading Coaches	3B.3. Teacher informal assessments will be used bi-weekly to assess student progress	3B.3. Florida Alternative Assessment Data Informal teacher Assessments	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Accurate placement of students in reading classes to address deficiencies in reading.	Guidance counselors will collaborate with reading coach to disaggregate student previous year FCAT reading scores and schedule students in intensive Reading classes where reading teachers will address identified deficiencies and monitor student progress towards proficiency in Reading.	Assistant Principal, Reading Coach, Guidance Counselor, and Placement Specialist.	Mini-assessments will be used bi-weekly to assess student progress. Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction.	Previous year, Reading FCAT Data Edusoft bi-weekly mini-assessment Data Achieve 3000
The number of students at Edgewater High School demonstrating adequate progress based on gains of the lowest 25% of students in reading has significantly increased from that of last year.	In 2012, 64% (103) of Edgewater High School students demonstrate adequate progress based on gains of the lowest 25% of students in reading.	In 2012, 69% (120) of Edgewater High School students will demonstrate adequate progress based on gains of the lowest 25% of students in reading.					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			Students not maintaining present levels of achievement because of lost instructional time resulting from lack of student attendance in class/school.	Focus attendance radar on ESE students with habitual attendance issues Use School Messenger System/parent contact logs to document attendance phone calls. Send Warning letters to inform parents of student excessive absences.	Assistant Principal, Reading Coach, Placement Specialist, Guidance Counselors, SAFE Coordinator, and Social Worker.	Mini-assessments will be used bi-weekly to assess student progress	Reading FCAT Data Edusoft bi-weekly mini-assessment data Achieve 3000 Teacher common assessment

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		<p>4A.3</p> <p>Lack of high complexity tasks and assessments aligned with the complexity required of the benchmark delivered by teachers.</p>	<p>4A.3.</p> <p>CRT and District staff will deliver training on "unwrapping the standards" to assist teachers in understanding of the New Generation State Standards.</p> <p>Reading coach will facilitate PLC's on using moderate to high cognitive complexity tasks during instructional delivery.</p> <p>Reading coach will continue to develop a Literacy Studio as a "model classroom" for the delivery of rigorous tasks and assessments utilizing the gradual release instructional model to deliver instruction.</p>	<p>4A.3.</p> <p>Assistant Principal, CRT, Reading Coach, Teacher</p>	<p>4A.3.</p> <p>Edusoft/Mini-assessments will be used bi-weekly to assess student progress.</p> <p>Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction and use of data binder.</p> <p>Reading coach will continuously observe reading teachers for proper implementation of strategies.</p>	<p>4A.3.</p> <p>Reading FCAT Data</p> <p>Edusoft bi-weekly mini-assessment data</p> <p>Teacher common assessment</p> <p>Achieve 3000</p> <p>Data Binder</p>
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011		52%	57%	61%	65%	70%	74%	
	<p><u>Reading Goal #5A:</u></p> <p>By 2016-2017, 74% of the students at Edgewater High School will achieve satisfactory progress in Reading.</p>								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	Reading Goal #5B:		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
	By June 2013, Edgewater High School will increase the number of students in the Black subgroup making satisfactory progress in reading by 06%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Students present diverse academic needs with varying levels of reading readiness.	Guidance counselors will Schedule level 1 and 2 students with reading teacher who is highly motivating and strong in content and teaching strategies	Assistant Principal, API, Reading Coach	Edusoft/Mini-assessments will be used bi-weekly to assess student progress.	Reading FCAT Data Edusoft bi-weekly mini-assessment data Teacher Common Assessment Fair Assessment Achieve 3000	
		In June 2012, 64% (232) students in the Black subgroup at Edgewater High School did not make satisfactory progress in reading.	By June 2013, 57% (217) students in the Black subgroup at Edgewater High School will make satisfactory progress in reading.						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.		
			Lack of student access to additional reading resources of student interests.	Media specialist will survey students to make relevant books available for students	Media Specialist and Reading Coach	Mini-assessments will be used bi-weekly to assess student progress.	Reading FCAT Data Achieve 3000		

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			<p>in the school library and conduct book talks in classrooms and the media center to support reading initiatives.</p> <p>Reading coach will conduct a Barnes and Noble book fair to purchase and make available fiction/non-fiction reading material for students as part of the schools' reading initiative to increase classroom libraries school wide.</p>			<p>Edusoft bi-weekly mini assessment data</p> <p>Benchmark assessment</p>
		<p>5B.3.</p> <p>Lack of high complexity tasks and assessments aligned with the complexity required of the benchmark delivered by teachers.</p>	<p>5B.3.</p> <p>CRT and District staff will deliver training on "unwrapping the standards" to assist teachers in understanding of the New Generation State Standards.</p> <p>Reading coach will facilitate PLC's on using moderate to high cognitive complexity tasks during instructional delivery.</p> <p>Reading coach will continue to develop a Literacy Studio as a "model classroom" for the delivery of rigorous</p>	<p>5B.3.</p> <p>Assistant Principal, CRT, Reading Coach, Teacher</p>	<p>5B.3.</p> <p>Edusoft/Mini-assessments will be used bi-weekly to assess student progress.</p> <p>Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction and use of data binder.</p> <p>Reading coach will continuously observe reading teachers for proper implementation of strategies.</p>	<p>5B.3.</p> <p>Reading FCAT Data</p> <p>Edusoft bi-weekly mini-assessment data</p> <p>Teacher common assessment</p> <p>Achieve 3000</p> <p>Data Binder</p>

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			tasks and assessments utilizing the gradual release instructional model to deliver instruction.			
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
<p><u>Reading Goal #5C:</u></p> <p>By June 2013, Edgewater High School will increase the number of ELL students making satisfactory progress in reading by 06%.</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>In June 2012, 72% (67) of the ELL students at Edgewater High School did not make satisfactory progress in reading.</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>By June 2013, 34% (32) of the ELL students at Edgewater High School will make satisfactory progress in reading.</p>	Lack of student attention and motivation during instruction.	Schedule level 1 and 2 students with a reading teacher who is highly motivating and strong in content and teaching strategies.	Assistant Principal, API, Reading Coach	<p>Mini-assessments will be used bi-weekly to assess student progress.</p> <p>Administrators will do rigorous walk through to assess teacher instruction.</p> <p>Reading coach will continuously observe reading teachers for proper implementation of strategies. Reading FCAT data</p> <p>Edusoft bi-weekly mini-assessment data</p>	<p>Reading FCAT Data</p> <p>Edusoft bi-weekly mini-assessment Data</p> <p>Teacher common Assessment</p> <p>Benchmark assessment</p>	
				5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
				Lack of access to additional reading resources of student interests.	Make relevant books accessible to students in the school library and give books talks in classrooms and media center.	Media Specialist	<p>Mini-assessments will be used bi-weekly to assess student progress.</p>	<p>Reading FCAT Data</p> <p>Edusoft bi-weekly mini assessment data</p> <p>Benchmark assessment</p>
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
			Students needing additional review and	Continue FCAT Tutoring services and academic	Assistant Principal, CRT, Reading	Mini-assessments will be used bi-weekly to assess	Reading FCAT Data	

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			support.	resources through ARC	Coach, Inclusion Coach, and Teacher	student progress	Edusoft bi-weekly mini-assessment data Teacher common assessment
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.	5D.1.	5D.1.	5D.1.	5D.1.
<p><u>Reading Goal #5D:</u> By June 2013, Edgewater High School will increase the number of Students with Disabilities making satisfactory progress in reading by 06%.</p>	<p><u>2012 Current Level of Performance:*</u> In June 2012, 72% (72) Students with Disabilities at Edgewater High School did not make satisfactory progress in reading.</p>	<p><u>2013 Expected Level of Performance:*</u> By June 2013, 35% (35) Students with Disabilities at Edgewater High School will make satisfactory progress in reading.</p>	<p>Students present diverse academic needs with varying levels of reading readiness.</p>	<p>Schedule level 1 and 2 students with reading teacher who is highly motivating and strong in content and teaching strategies</p>	<p>Assistant Principal, API, Reading Coach</p>	<p>Mini-assessments will be used bi-weekly to assess student progress. Administrators will do rigorous walk through to assess teacher instruction. Reading coach will continuously observe reading teachers for proper implementation of strategies. Reading FCAT data Edusoft bi-weekly mini-assessment data</p>	<p>Reading FCAT Data Fair Assessment Edusoft bi-weekly mini-assessment Data Achieve 3000 Teacher common Assessment Benchmark assessment</p>
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			<p>Complexity of Reading text creates a lack of student attention and motivation during reading instruction.</p>	<p>Reading teacher will diagnose student reading readiness and use varying lexile text to address student deficiencies in reading.</p>	<p>Assistant Principal, CRT, Reading Coach, Inclusion Coach, and Teacher</p>	<p>Mini-assessments will be used bi-weekly to assess student progress</p>	<p>Reading FCAT Data Edusoft bi-weekly mini-assessment data</p>

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						FAIR assessment Teacher Common Assessment Achieve 3000
		5D.3. Lack of access to additional reading resources of student interests.	5D.3. Media specialist will survey students to make relevant books available for students in the school library and conduct book talks in classrooms and the media center to support reading initiatives. Reading coach will conduct a Barnes and Noble book fair to purchase and make available fiction/non-fiction reading material for students as part of the schools' reading initiative to increase classroom libraries school wide.	5D.3. Media Specialist and Reading Coach	5D.3. Mini-assessments will be used bi-weekly to assess student progress	5D.3. Reading FCAT Data Edusoft bi-weekly mini-assessment data FAIR assessment Teacher Common Assessment

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.	
<p><u>Reading Goal #5E:</u> By June 2013, Edgewater High School will increase the number of Economically Disadvantaged Students making satisfactory progress in reading by 06%.</p>	<p><u>2012 Current Level of Performance:*</u> In June 2012, 68% (331) of the Economically Disadvantaged students at Edgewater High School did not make satisfactory progress in reading.</p>	<p><u>2013 Expected Level of Performance:*</u> By June 2013, 38% (185) of the Economically Disadvantaged students at Edgewater High School will make satisfactory progress in reading.</p>	<p>Students present diverse academic needs with varying levels of reading readiness.</p>	<p>Schedule level 1 and 2 students with reading teacher who is highly motivating and strong in content and teaching strategies</p>	<p>Assistant Principal, API, Reading Coach, and Inclusion Coach</p>	<p>Mini-assessments will be used bi-weekly to assess student progress. Administrators will do rigorous walk through to assess teacher instruction. Reading coach will continuously observe reading teachers for proper implementation of strategies.</p>	<p>Reading FCAT Data Edusoft bi-weekly mini-assessment data Teacher Common Assessment</p>	
				5E.2.	5E.2	5E.2.	5E.2.	5E.2.
				<p>Complexity of Reading text creates a lack of student attention and motivation during reading instruction.</p>	<p>Reading teacher will diagnose student reading readiness and use varying Lexile text to address student deficiencies in reading.</p>	<p>Assistant Principal, CRT, Reading Coach, Inclusion Coach, and Teacher</p>	<p>Mini-assessments will be used bi-weekly to assess student progress</p>	<p>Reading FCAT Data Edusoft bi-weekly mini-assessment data Teacher Common Assessment</p>
			5E.3	5E.3	5E.3	5E.3	5E.3	
			<p>Lack of access to additional reading resources of student interests.</p>	<p>Make relevant books accessible to students in the classroom and school library</p>	<p>Media Specialist</p>	<p>Mini-assessments will be used bi-weekly to assess student progress.</p>	<p>Reading FCAT Data Fair Assessment Data</p>	

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			Give books talks in classrooms and media center			Achieve 3000 Edusoft bi-weekly mini assessment data Benchmark Assessment
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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
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
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Designing Learning Goals and Scales; Implementing Classroom Rules and Procedures; Establishing Relationships with Students	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The months of August and September: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Student Engagement	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Michele Erickson, Gracemarie Howland, Theresa Rogers	School-wide (3 groups of Professional Learning Communities)	The month of October: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday:	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Facilitation of Students Interacting with New Knowledge	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The month of November: Each 4th Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 4th Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano’s Framework	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Anthony Serianni, Tim	School-wide (3 groups of Professional Learning Communities)	The month of December: Each 3rd Wednesday (Early Release	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post	Principal, Assistant Principals, PLC Leader and/or Curriculum

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for the Art and Science of Teaching: Adherence or Lack of to Rules & Procedures		Shuler, Ben Tarantur, Travis Diesel		day)	discussion items on iObservation *On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	Leader
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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
Support Literacy Initiatives	Achieve 3000 Reading Program	Purchased in the previous Years	*\$5000.00
Assess Student Reading levels for placement in appropriate reading classes	FAIR	Support: State Progress Monitoring Reading Network	*\$0.00
Using Document Based Questioning to Improve Higher Order Thinking skills	Document Based Questioning Binders/resources	Previous support through District Social Studies Department	*\$0.00
Continue providing accessible text to ELL subgroup	Leveled Text from American Reading Company	District Support: Multi-Lingual Services	*\$0.00

***(Purchased through grants in previous years) Subtotal:5000.00**

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:0.00

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Develop higher order thinking skills and promote reading across content areas in both Reading and Social Studies classes.	Document Based Questioning training for Social Studies and Reading teachers	Previously by District Social Studies Department	\$0.00
Assist teachers in unpacking Reading, Writing, and Information and Media Literacy standards	FLDOE and OCPS resources	Edgewater	\$0.00

Subtotal:0.00

Other

Strategy	Description of Resources	Funding Source	Amount

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	Subtotal:\$00.00
	Total:\$5000.00

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1.	1.1.	1.1.	1.1.	1.1
CELLA Goal #1: In 2012, 72 ELL students at Edgewater took the Florida Comprehensive English Language Learning Assessment and 65% (47) of those students scored proficient in Listening and Speaking.	2012 Current Percent of Students Proficient in Listening/Speaking: By June 2013, 70% (66) of the (93) ELL students at Edgewater will score proficient in Listening/Speaking on the Florida Comprehensive English Language Learning Assessment.	English Language Learning students need additional review and support to reach and maintain expected level of proficiency.	Provide extended support services to assist students with academic disparities. Utilize Achieve 3000 program to target deficiencies	Assistant Principal, CRT, Reading Coach, ESOL Teacher	Formative student assessments	FCELLA data
		1.2. Students present diverse academic needs with varying levels of reading readiness.	1.2. Schedule non-proficient level students with teachers who are highly motivating and strong in content and teaching strategies Use cooperative group structure and activities	1.2. Assistant Principal API, ESOL Teacher, Guidance Counselor	1.2. Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction. Formative student assessments	1.2. FCELLA data
		1.3. Lack of student attendance in school result in lost academic time in ESOL	1.3. Focus attendance radar on ELL students with habitual attendance issues and refer	1.3. Assistant Principal API, ESOL Teacher, Guidance	1.3. Attendance reports	1.3. Monthly attendance reports

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		class.	to SAFE for child study team intervention. Use School Messenger System/parent contact logs to document phone calls Send Warning letters or e-mails to inform parents of excessive absences	Counselor, School Social Worker		
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: Of the 72 ELL students at Edgewater who took the Florida Comprehensive English Language Learning Assessment in 2012, 30% (22) of the students scored proficient in Reading.	2012 Current Percent of Students Proficient in Reading: By June 2013, 50% (47) of the ELL students at Edgewater will score proficient in Reading on the Florida Comprehensive English Language Learning Assessment.	Students needing additional review and support to reach and maintain reading proficiency.	Provide extended service to assist students with academic deficiencies. Utilize Achieve 3000 program to target deficiencies Utilize the American Reading Company texts to provide lexile appropriate texts.	Assistant Principal, CRT, Reading Coach, ESOL Teacher	Formative students assessments	FCELLA data
		2.2. Complexity of Reading text creates a lack of student attention and motivation during reading instruction.	2.2. Schedule non-proficient level students a teacher who is highly motivating and strong in content and teaching strategies.	2.2. Assistant Principal API, ESOL Teacher, Guidance Counselor	2.2. Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction. Formative student	2.2. FCELLA data

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			Use cooperative group structures and activities to facilitate writing strategies in small group settings.		assessments	
		2.3 Lack of student attendance in school result in lost academic time in the ESOL class.	2.3 Focus attendance radar on ELL students with habitual attendance issues. Use School Messenger System/parent contact logs to document phone calls Send Warning letters or e-mails to inform parents of excessive absences Utilize the American Reading Company texts to provide lexile appropriate texts	2.3 Assistant Principal API, ESOL Teacher, Guidance Counselor, School Social Worker	2.3 Attendance reports	2.3 FCELLA data

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: Of the 70 ELL students at Edgewater who took the Florida Comprehensive English Language Learning Assessment in 2012, 32% (23) of the students scored proficient in Writing.	2012 Current Percent of Students Proficient in Writing : By June 2013, 50% (35) of the ELL students at Edgewater will score proficient in Writing on the Florida Comprehensive English Language Learning Assessment.	Students needing additional review and support to reach and maintain reading proficiency.	Provide extended service to assist students with deficiencies in writing.	Assistant Principal, CRT, Reading Coach, ESOL Teacher	Formative student assessments	FCELLA data
		2.2. Complexity of Reading text creates a lack of student attention and motivation during reading instruction.	2.2. Schedule non-proficient level students with teachers who are highly motivating and strong in content and teaching strategies Use cooperative group structures and activities	2.2. Assistant Principal API, ESOL Teacher, Guidance Counselor	2.2. Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction. Formative student assessments	2.2. FCELLA data
		2.3 Lack of student attendance in school result in lost academic time in ESOL class.	2.3 Focus attendance radar on ELL students with habitual attendance issues Use School Messenger System/parent contact logs to document phone calls	2.3 Assistant Principal API, ESOL Teacher, Guidance Counselor, School Social Worker	2.3 Attendance reports	2.3 FCELLA data

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			Send Warning letters or e-mails to inform parents of excessive absences			
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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
Support Literacy Initiatives	Achieve 3000 Reading Program	Purchased in the previous Years	*\$0.00
Assess Student Reading levels for placement in appropriate reading classes	FAIR	Support: State Progress Monitoring Reading Network	*\$0.00
Using Document Based Questioning to Improve Higher Order Thinking skills	Document Based Questioning Binders/resources	Previous support through District Social Studies Department	*\$0.00
Continue providing accessible text to ELL subgroup	Leveled Text from American Reading Company	District Support: Multi-Lingual Services	*\$0.00

***(Purchased through grants in previous years) Subtotal:\$0.00**

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:\$0.00

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Develop higher order thinking skills and promote reading across content areas in both Reading and Social Studies classes.	Document Based Questioning training for Social Studies and Reading teachers	Previously by District Social Studies Department	\$0.00
Assist teachers in unpacking Reading, Writing, and Information and Media Literacy standards	FLDOE and OCPS resources	Edgewater	\$0.00

Subtotal:\$0.00

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:\$0.00

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Total:\$0.00

End of CELLA Goals

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Elementary School Mathematics Goals

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

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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: N/A	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. <u>Mathematics Goal #5A:</u> N/A	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. <u>Mathematics Goal #5B:</u> N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: The percentage of students scoring a 4, 5, and 6 in mathematics on the Florida Alternative Assessment has improved over the previous year.	2012 Current Level of Performance: * In July 2012, 37% (3) of the (8) students tested at Edgewater High School scored a 4, 5, and 6 in reading on the 2012 FAA.	2013 Expected Level of Performance: * In July 2013, 46% (5) of the (11) students tested at Edgewater High School scored at or above a 7 in reading on the 2013 FAA.	1.1. Lack of student ability to retain information over long-term.	1.1. Schedule and monitor students regular attendance in class throughout the year and enroll student in extended school year. Apply repetition of procedures, processes, and routines to assist students in consistently reach desired outcomes over long periods of time.	1.1. TMH Teachers, Placement Specialist, Guidance Counselor, and Assistant Principal	1.1. Formative student assessments Notes from IEP meetings and conferences	1.1. Florida Alternative Assessment results Teacher common assessments
			1.2. Lack of student engagement and interest in concepts being taught hinders reaching desired outcomes.	1.2. Use of manipulatives and Community Based Instruction (includes field trips and real-world applications of skills) to assist student in further understanding concepts being taught.	1.2. TMH Teachers, Placement Specialist, and Assistant Principal	1.2. Formative student assessments Classroom walk-throughs	1.2. Florida Alternative Assessment Teacher common assessments

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			1.3. Lack of parental involvement at home to support instructional practices implemented at school.	1.3. Communication with parents regarding specific procedures, processes and routines used with student to gain desired outcomes at school.	1.3. TMH Teachers, placement Specialist, Assistant Principal	1.3. Formative student assessments	1.3. Florida Alternative Assessment Teacher common assessments
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: The percentage of students scoring at or above a 7 in mathematics on the Florida Alternative Assessment has improved over the previous year.	<u>2012 Current Level of Performance:*</u> In July 2012, 25% (2) of the (8) students tested at Edgewater High School scored at or above a 7 in reading on the 2012 Florida Alternative Assessment.	<u>2013 Expected Level of Performance:*</u> In July 2012, 43% (4) of the (11) students tested at Edgewater High School scored at or above a 7 in reading on the 2013 Florida Alternative Assessment.	2.1. Student's inability to retain information long-term hinders reaching desired outcomes.	2.1. Schedule and monitor students regular attendance in class throughout the year and enroll student in extended school year. Apply repetition of procedures, processes, and routines to assist students in consistently reach desired outcomes over long periods of time.	2.1. TMH Teachers, Placement Specialist, Guidance Counselor, and Assistant Principal	2.1. Formative student assessments Classroom walk-throughs	2.1. Florida Alternative Assessment Teacher common assessments
			2.2. Lack of student engagement and interest in concepts being taught hinders	2.2. Use of manipulatives and Community Based Instruction (includes field	2.2. TMH Teachers, Assistant Principal	2.2. Formative student assessments	2.2. Florida Alternative Assessment

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		reaching desired outcomes.	trips and real-world applications of skills) to assist student in further understanding concepts being taught.		Classroom walk-throughs	Teacher common assessments
		2.3 Lack of parental involvement at home to support instructional practices implemented at school.	2.3 Communication with parents regarding specific procedures, processes and routines used with student to gain desired outcomes at school.	2.3 TMH Teachers, Placement Specialist, Assistant Principal	2.3 Formative student assessments, Notes from Conferences and IEP meetings	2.3 Florida Alternative Assessment Teacher common assessments

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p> <p>Mathematics Goal #3:</p> <p>By June 2013 Edgewater High School students making learning gains will increase by 10% in Mathematics on the Florida Alternate Assessment.</p>	<p>2012 Current Level of Performance:*</p> <p>In June 2012, 45% (5) students made learning gains in Mathematics on the Florida Alternate Assessment.</p>	<p>2013 Expected Level of Performance:*</p> <p>By June 2013, 55% (6) students will make learning gains in Mathematics on the Florida Alternate Assessment.</p>	<p>3.1.</p> <p>Student's inability to retain information long-term hinders reaching desired outcomes.</p>	<p>3.1.</p> <p>Schedule and monitor students regular attendance in class throughout the year and enroll student in extended school year.</p> <p>Apply repetition of procedures, processes, and routines to assist students in consistently reach desired outcomes over long periods of time.</p>	<p>3.1.</p> <p>TMH Teachers, Placement Specialist, Guidance Counselor, and Assistant Principal</p>	<p>3.1.</p> <p>Formative student assessments</p> <p>Classroom walk-throughs</p>	<p>3.1.</p> <p>Florida Alternative Assessment</p> <p>Teacher common assessments</p>
			<p>3.2.</p> <p>Lack of student engagement and interest in concepts being taught hinders reaching desired outcomes.</p>	<p>3.2.</p> <p>Use of manipulatives and Community Based Instruction (includes field trips and real-world applications of skills) to assist student in further understanding concepts being taught.</p>	<p>3.2.</p> <p>TMH Teachers, Assistant Principal</p>	<p>3.2.</p> <p>Formative student assessments</p> <p>Classroom walk-throughs</p>	<p>3.2.</p> <p>Florida Alternative Assessment</p> <p>Teacher common assessments</p>
			<p>3.3.</p> <p>Lack of parental involvement at home to support instructional practices implemented at school.</p>	<p>3.3.</p> <p>Communication with parents regarding specific procedures, processes and routines used with student to gain desired outcomes at</p>	<p>3.3.</p> <p>TMH Teachers, Placement Specialist, Assistant Principal</p>	<p>3.3.</p> <p>Formative student assessments,</p> <p>Notes from Conferences and IEP meetings</p>	<p>3.3.</p> <p>Florida Alternative Assessment</p> <p>Teacher common assessments</p>

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End of Florida Alternate Assessment High School Mathematics Goals

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High School AMO Mathematics Goals

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
A. In six years, school will reduce their achievement gap by 50%. HS Mathematics Goal A: By 2016-2017, 67% of the students tested in Mathematics at Edgewater High School will achieve satisfactory progress in Mathematics.	Baseline data 2010-2011		40%	45%	51%	56%	62%	67%
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. HS Mathematics Goal B: N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
C. English Language Learners (ELL) not making satisfactory progress in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
HS Mathematics Goal C: By June 2013, Edgewater High School will increase the number of students in the ELL subgroup making satisfactory progress in Mathematics by 06%.	2012 Current Level of Performance:* In June 2012, 58% (23) of the ELL students at Edgewater High School did not make satisfactory progress in Mathematics.	2013 Expected Level of Performance:* In June 2013, 48% (21) of the ELL students at Edgewater High School will make satisfactory progress in Mathematics.	1.1. Students need additional review and support.	1.1. Continue Saturday Math review sessions	1.1. CRT Assistant Principal	1.1. Mini-assessments will be used bi-weekly to assess student progress. Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction. Administrators will continuously observe math teachers for proper implementation of strategies.	1.1. Previous year FCAT Math data Bi-weekly Edusoft mini-assessments Common assessment
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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			Support common assessment for teacher collaboration and evaluation of instructional practices		conduct rigorous classroom walk-throughs to assess teacher instruction. Administrators will continuously observe math teachers for proper implementation of strategies.	Common Assessment Teacher Data Binder
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
D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.		3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
<u>HS Mathematics</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Goal D:	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
N/A			3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.

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

End of HS Mathematics AMO Goals

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

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

Algebra 1 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
Algebra 1 Goal #1: Edgewater High School will increase student achievement level 3 on the Algebra EOC.	2012 Current Level of Performance:* In June 2012, 36% (139) students scored at achievement level 3 on the Algebra EOC.	2013 Expected Level of Performance:* By June 2013, 41% (159) of students will score at an achievement level 3 on the Algebra EOC.	1.1. Struggling students need more individualized instruction to reach and maintain expected level of proficiency.	1.1. Expand and promote the tutoring program for student assistance in math utilizing volunteer tutors from Rollins College, University of Central Florida, and Valencia.	1.1. Assistant Principal Teacher	1.1. Mini-assessments will be used bi-weekly to assess student progress.	1.1. Previous year FCAT Math data Bi-weekly Edusoft mini-assessments Common assessment
			1.2. Student demonstrating difficulty in manipulating data and problem solving.	1.2. Create PLCs to address student math deficiencies by subgroup. Support cross-curricular alignment of math concepts through math and science department.	1.2. CRT Assistant Principal	1.2. Mini-assessments will be used bi-weekly to assess student progress. Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction. Administrators will continuously observe math teachers for proper implementation of strategies.	1.2. Previous year FCAT Math data Bi-weekly Edusoft mini-assessments Common Assessment Teacher Data Binder

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: Edgewater High School will increase student achievement levels at or above a 4 and 5 on the Algebra EOC.	2012 Current Level of Performance:* In June 2012, 2% (6) students scored at or above a 4 and 5 achievement level on the Algebra EOC.	2013 Expected Level of Performance:* By June 2013, 10% (39) students will score an achievement level at or above a 4 and 5 achievement level on the Algebra EOC.	Struggling students need more individualized instruction to reach and maintain expected level of proficiency.	Expand and promote the tutoring program for student assistance in math utilizing volunteer tutors from Rollins College, University of Central Florida, and Valencia. Teachers voluntarily offer after-school tutoring as needed.	Assistant Principal Teacher	Mini-assessments will be used bi-weekly to assess student progress.	Previous year FCAT Math data Bi-weekly Edusoft mini-assessments Common assessment
			2.2.	2.2.	2.2.	2.2.	2.2.
			Student demonstrating difficulty in manipulating data and problem solving.	Create PLCs to address student math deficiencies by subgroup. Support cross-curricular alignment of math concepts through math and science department.	CRT Assistant Principal	Mini-assessments will be used bi-weekly to assess student progress. Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction. Administrators will continuously observe math teachers for proper implementation of strategies.	Previous year FCAT Math data Bi-weekly Edusoft mini-assessments Common Assessment Teacher Data Binder

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End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: Edgewater High School will increase student achievement level 3 on the Geometry EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Struggling students need more individualized instruction to reach and maintain expected level of proficiency.	Expand and promote the tutoring program for student assistance in math utilizing volunteer tutors from Rollins College, University of Central Florida, and Valencia. Teachers voluntarily offer after-school tutoring as needed.	Assistant Principal Teacher	Mini-assessments will be used bi-weekly to assess student progress.	Previous year FCAT Math data Bi-weekly Edusoft mini-assessments Common assessment
	In June 2012, 30% (118) students scored at achievement level 3 on the Geometry EOC.	By June 2013, 40% (157) of students will score at an achievement level 3 on the Geometry EOC					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Student’s academic deficiencies will hinder the achieving of desired outcomes in Geometry.	Train teachers in using the Instructional Management System to disaggregate data to address student’s academic deficiencies. Teacher’s involved in continuous monitoring of student math assessment data to measure student progress. Teacher’s understanding and	CRT Assistant Principal	Mini-assessments will be used bi-weekly to assess student progress. Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction. Administrators and District support team	Previous year FCAT Math data Bi-weekly Edusoft mini-assessments Common assessment Teacher Data Binder

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			use of common assessments to be discussed during teacher collaboration. Teacher's will engage in ongoing curriculum alignment scope and sequence for mathematics.		will continuously observe math teachers for proper implementation of strategies.	
		1.3. Student demonstrating difficulty in manipulating data and problem solving.	1.3. Create PLCs to address student math deficiencies by subgroup. Support cross-curricular alignment of math concepts through math and science department.	1.3. CRT Assistant Principal	1.3. Mini-assessments will be used bi-weekly to assess student progress. Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction. Administrators will continuously observe math teachers for proper implementation of strategies.	1.3. Previous year FCAT Math data Bi-weekly Edusoft mini-assessments Common Assessment Teacher Data Binder
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.		2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: Edgewater High School will increase student achievement level 4 and 5 on the	2012 Current Level of Performance: * In June 2012, 4% (14) students	2013 Expected Level of Performance: * By June 2013, 10% (39) of	Struggling students need more individualized instruction to reach and maintain expected level of proficiency.	Expand and promote the tutoring program for student assistance in math utilizing volunteer tutors from Rollins College, University	Assistant Principal Teacher	Mini-assessments will be used bi-weekly to assess student progress. Previous year FCAT Math data Bi-weekly Edusoft mini-assessments

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<p>Geometry EOC.</p>	<p>scored at achievement level 4 and 5 on the Geometry EOC.</p>	<p>Edgewater High School students will score at an achievement level 4 and 5 on the Geometry EOC</p>		<p>of Central Florida, and Valencia.</p>			<p>Common assessment</p>
			<p>2.2. Student's academic deficiencies will hinder the achieving of desired outcomes in Geometry.</p>	<p>2.2. Train teachers in using the Instructional Management System to disaggregate data to address student's academic deficiencies. Teacher's involved in continuous monitoring of student math assessment data to measure student progress. Teacher's understanding and use of common assessments to be discussed during teacher collaboration. Teacher's will engage in ongoing curriculum alignment scope and sequence for mathematics.</p>	<p>2.2. CRT Assistant Principal</p>	<p>2.2. Mini-assessments will be used bi-weekly to assess student progress. Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction. Administrators and District support team will continuously observe math teachers for proper implementation of strategies.</p>	<p>2.2. Previous year FCAT Math data Bi-weekly Edusoft mini-assessments Common assessment Teacher Data Binder</p>
			<p>1.3. Student demonstrating difficulty in manipulating</p>	<p>1.3. Create PLCs to address student math deficiencies by</p>	<p>1.3. CRT Assistant Principal</p>	<p>1.3. Mini-assessments will be used bi-weekly to</p>	<p>1.3. Previous year FCAT Math data</p>

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		data and problem solving.	subgroup. Support cross-curricular alignment of math concepts through math and science department.		<p>assess student progress.</p> <p>Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction.</p> <p>Administrators will continuously observe math teachers for proper implementation of strategies.</p>	<p>Bi-weekly Edusoft mini-assessments</p> <p>Common Assessment</p> <p>Teacher Data Binder</p>
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End of Geometry EOC Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Designing Learning Goals and Scales; Implementing Classroom Rules and Procedures; Establishing Relationships with Students	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The months of August and September: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Student Engagement	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Michele Erickson, Gracemarie Howland, Theresa Rogers	School-wide (3 groups of Professional Learning Communities)	The month of October: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					Throughout the month: Visit Classroom(s); implement; reflect; plan for students	
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Facilitation of Students Interacting with New Knowledge	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The month of November: Each 4th Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 4th Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Adherence or Lack of to Rules & Procedures	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Anthony Seriani, Tim Shuler, Ben Tarantur, Travis Diesel	School-wide (3 groups of Professional Learning Communities)	The month of December: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation *On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	
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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
After-school tutoring	Teacher-led practice and feedback to students	Budget	Hourly, Based on degree
			Subtotal:\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			\$0.00
			\$0.00
			Subtotal:\$0.00
			Total:\$0.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

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

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Student demonstrating difficulty in manipulating data and problem solving.	Create PLCs to address student math deficiencies by subgroup. Support cross-curricular alignment of math concepts through math and science department.	CRT Assistant Principal	Mini-assessments will be used bi-weekly to assess student progress. Administrators will conduct rigorous classroom walk-throughs to assess teacher instruction. Administrators will continuously observe math teachers for proper implementation of strategies.	Previous year FCAT Math data Bi-weekly Edusoft mini-assessments Common Assessment Teacher Data Binder
By June 2013, 100% (1) of the student at Edgewater High School will score 4 or above in science on the Florida Alternate Assessment.	In June 2012, 100% (1) student at Edgewater High School scored 4 or above in science on the Florida Alternate Assessment.	By June 2013, 100% (1) students at Edgewater High School will score 4 or above on science on the Florida Alternate Assessment.					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Student demonstrating difficulty in manipulating data and problem solving.	Create PLCs to address student math deficiencies by subgroup. Support cross-curricular alignment of math concepts through math and science	CRT Assistant Principal	Mini-assessments will be used bi-weekly to assess student progress. Administrators will conduct rigorous	Previous year FCAT Math data Bi-weekly Edusoft mini-assessments Common
By June 2013, 100% (1) of the student at Edgewater High School will score at or above level 7 in science on the Florida	In June 2012, 0% (0) student at Edgewater	By June 2013, 100% (1) student at Edgewater					

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Alternate Assessment.	High School scored at or above 7 in science on the Florida Alternate Assessment.	High School will score at or above level 7 in science on the Florida Alternate Assessment.		department.		classroom walk-throughs to assess teacher instruction. Administrators will continuously observe math teachers for proper implementation of strategies.	Assessment Teacher Data Binder
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End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: By June 2013, Edgewater High School will increase the number of students achieving proficiency, (FCAT Level 3 or above) on the Biology EOC by 5%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Struggling students need more individualized instruction to reach and maintain expected level of proficiency.	Expand and promote the tutoring program for student assistance in math utilizing volunteer tutors from Rollins College, University of Central Florida, and Valencia. Teachers voluntarily offer after school tutoring as needed.	Assistant Principal Teacher	Mini-assessments will be used bi-weekly to assess student progress.	Previous year FCAT Math data Bi-weekly Edusoft mini-assessments Common assessment
	In June 2012, 35% (141) students scored an achievement Level 3 in Biology.	By June 2013, 40% (161) of Edgewater High Schools students will achieve proficiency, FCAT Level 3 or above on the Biology EOC.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Students need additional opportunities to apply learned concepts.	Teachers will incorporate more inquiry based labs during weekly lessons.	Assist Principal CRT	Assistant Principal will conduct classroom walk-throughs. Student examples of inquiry labs will be reviewed by CRT and administrator.	Common Assessment Lab portfolio Edusoft assessments

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Common assessment data will be reviewed with teacher. Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: In June 2012, 53% (58) students at Edgewater High School scored an achievement Level 3 in Biology.	<u>2012 Current Level of Performance:*</u> In June 2012, Edgewater High School had 53% scoring in the third level on the Biology EOC.	<u>2013 Expected Level of Performance:*</u> By June 2013, 58% of the Edgewater High School students will score in the third level on the Biology EOC.	Struggling students need more individualized instruction to reach and maintain expected level of proficiency.	Expand and promote the tutoring program for student assistance in math utilizing volunteer tutors from Rollins College, University of Central Florida, and Valencia. Teachers voluntarily offer after-school tutoring as needed.	Assistant Principal Teacher	Mini-assessments will be used bi-weekly to assess student progress.	Previous year FCAT Math data Bi-weekly Edusoft mini-assessments Common assessment
			2.2.	2.2.	2.2.	2.2.	2.2.
			Struggling students need additional opportunities to apply learned concepts	Teachers will incorporate more inquiry based labs during weekly lessons. Teachers voluntarily offer after-school tutoring as needed.	Assist Principal CRT	Assistant Principal will conduct classroom walk-throughs. Student examples of inquiry labs will be reviewed by CRT and administrator. Common assessment data will be reviewed with teacher.	Common Assessment Lab portfolio Edusoft assessments

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End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Designing Learning Goals and Scales; Implementing Classroom Rules and Procedures; Establishing Relationships with Students	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The months of August and September: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Student Engagement	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Michele Erickson, Gracemarie Howland, Theresa Rogers	School-wide (3 groups of Professional Learning Communities)	The month of October: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					Throughout the month: Visit Classroom(s); implement; reflect; plan for students	
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Facilitation of Students Interacting with New Knowledge	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The month of November: Each 4th Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 4th Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Adherence or Lack of to Rules & Procedures	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Anthony Serianni, Tim Shuler, Ben Tarantur, Travis Diesel	School-wide (3 groups of Professional Learning Communities)	The month of December: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation *On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					groups, and share practical application examples with large group	
					Throughout the month: Visit Classroom(s); implement; reflect; plan for students	

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:\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			\$0.00
			\$0.00
			Subtotal:\$0.00
			Total:\$0.00

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Writing Goal #1A: The percentage of students meeting the requirements for adequately yearly progress in writing has increased from that of the previous year.	2012 Current Level of Performance:* In 2012, 83% (335) of students at Edgewater High School achieved Adequate Yearly Progress in writing as measured by the 2012 FCAT Writes.	2013 Expected Level of Performance:* In 2013, 90% (363) of students at Edgewater High School will achieve Adequate Yearly Progress in writing as measured by the 2013 FCAT Writes.	1A.1. Students and teachers understanding the changes in expected writing outcomes.	1A.1. Continue writing in all curriculum areas using the FCAT rubric Use of writing consultant, writing coach, and English department to synthesize new expected writing outcomes. Providing ongoing training, modeling, and evaluation for teachers and students. Introduce teacher training to reinforce the incorporation of writing skills across the curriculum Implement Writing Plan school-wide	1A.1. CRT, Assistant Principal, Reading Coach	1A.1. Review of student writing portfolio	1A.1. Student writing portfolio -Prompt analysis -Graded student writing to evaluate progress
			1A.2. Lack of student motivation hinders the improvement of deficiencies in the writing	1A.2. Conduct an essay contest in preparation for FCAT Writes	1A.2. CRT Assistant Principal	1A.2. Administrators and District support team will conduct classroom	1A.2. Student writing portfolio -Prompt analysis

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			process.	Language Arts and Social Studies departments will collaborate in using Document Based Questioning to engage students and improve writing skills across content areas. Provide and promote resources for FCAT Writing at Parent Resource Center, Career College Resource Center, and Media Center.		walk-throughs. Review of teacher lesson plans Review of student writing portfolio	-Graded student writing to evaluate progress
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Additional time need for student's to practice writing skills.	Continue writing in all curriculum areas using the FCAT rubric Support the use of the CRT and Reading Coach to assist with writing plan implementation Introduce teacher training to reinforce the incorporation of writing skills across the curriculum Implement Writing Plan	CRT, Assistant Principal, Reading Coach	Review of student writing portfolio	Student writing portfolio -Prompt analysis -Graded student writing to evaluate progress
By June 2013, 100% (1) of the student at Edgewater High School will score 4 or above on writing on the Florida Alternate Assessment.	In June 2012, 100% (1) student at Edgewater High School scored 4 or above in writing on the Florida Alternate Assessment.	By June 2013, 100% (1) students at Edgewater High School will score 4 or above on writing on the Florida Alternate Assessment.					

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				school-wide			
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Writing 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
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Designing Learning Goals and Scales; Implementing Classroom Rules and Procedures; Establishing Relationships with Students	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The months of August and September: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Student Engagement	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Michele Erickson, Gracemarie Howland, Theresa Rogers	School-wide (3 groups of Professional Learning Communities)	The month of October: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					Throughout the month: Visit Classroom(s); implement; reflect; plan for students	
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Facilitation of Students Interacting with New Knowledge	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The month of November: Each 4th Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 4th Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Adherence or Lack of to Rules & Procedures	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Anthony Serianni, Tim Shuler, Ben Tarantur, Travis Diesel	School-wide (3 groups of Professional Learning Communities)	The month of December: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation *On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					groups, and share practical application examples with large group	
					Throughout the month: Visit Classroom(s); implement; reflect; plan for students	

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Improve student high order thinking skills	Document Based Questioning Mini-Q Binders	Previous District Support (Social Studies Department)	\$0.00
			Subtotal:\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Interacting with new knowledge using Document Based Questioning Techniques to develop High Order Thinking Skills and Improve Writing Content	Training with Instructional Coach introducing writing across content areas	Edgewater	\$0.00
Establishing and Implementing a Writing Plan	Addressing New Writing Components with Consultant, Chris Lewis	Edgewater	*\$2,000.00
			Subtotal:\$2000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Small group instruction facilitated by Writing Consultant, Chris Lewis.	Student samples, Data-based national evidence, FL DOE updated assessment	Budget/ Grant	See above
			Subtotal:\$0.00
Other			

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
			Total:\$2000.00

End of Writing Goals

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

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

Civics 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 Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Civics 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

Civics 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 Civics Goals

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: By June 2013, 50% of students tested at Edgewater High School will score a Level 3 on the U.S History EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	There are no common assessment tools available to monitor student performance	Teachers will use Document Based Questioning and Mini-Qs with rubric/scales to differentiate instruction, and address deficits in reading, writing, speaking and listening needed to meet Common Core Standards	Principal, Instructional Coach, CRT	Principal will conduct classroom walk-throughs to assess teacher instruction. Instructional Coach will continuously observe teachers for proper implementation of strategies associated with DBQs and Mini-Qs.	End of Course Assessment
	2012-2013 will be the first year the U.S. History EOC will be administered	By June 2013, 50% (165) students at Edgewater High School will score a Level 3 or in U.S. History EOC.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Additional support needed in reading and writing	Provide ongoing training on how to effectively provide reading and writing strategies in meeting the needs of targeted students.	Principal, Instructional Coach, CRT	Principal will conduct classroom walk-throughs to assess teacher instruction. Instructional Coach will continuously observe teachers for proper implementation of reading and writing strategies.	End of Course Assessment

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: By June 2013, 50% of students at Edgewater High School will score a Level 3 on the U.S History EOC.	2012 Current Level of Performance:* 2012-2013 will be the first year the U.S. History EOC will be administered	2013 Expected Level of Performance:* By June 2013, 10% (33) students at Edgewater High School will score a Level 3 or in U.S. History EOC.	There are no common assessment tools available to monitor student performance	Teachers will use Document Based Questioning and Mini-Qs with rubric/scales to differentiate instruction, and address deficits in reading, writing, speaking and listening needed to meet Common Core Standards	Principal, Instructional Coach, CRT	Principal will conduct classroom walk-throughs to assess teacher instruction. Instructional Coach will continuously observe teachers for proper implementation of strategies associated with DBQs and Mini-Qs.	End of Course Assessment
				2.2. Additional support needed in reading and writing	2.2. Provide ongoing training on how to effectively provide rigorous reading and writing strategies in meeting the needs of targeted students Teachers voluntarily offer Saturday prep camps and after school tutoring as needed.	2.2. Principal, Instructional Coach, CRT	2.2. Principal will conduct classroom walk-throughs to assess teacher instruction. Instructional Coach will continuously observe teachers for proper implementation of rigorous reading and writing strategies.

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U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Designing Learning Goals and Scales; Implementing Classroom Rules and Procedures; Establishing Relationships with Students	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The months of August and September: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Designing Learning Goals and Scales; Implementing Classroom Rules and Procedures; Establishing Relationships with Students
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Student Engagement	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Michele Erickson, Gracemarie Howland, Theresa Rogers	School-wide (3 groups of Professional Learning Communities)	The month of October: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Student Engagement

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					Throughout the month: Visit Classroom(s); implement; reflect; plan for students	
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Facilitation of Students Interacting with New Knowledge	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The month of November: Each 4th Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 4th Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Facilitation of Students Interacting with New Knowledge
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Adherence or Lack of to Rules & Procedures	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Anthony Serianni, Tim Shuler, Ben Tarantur, Travis Diesel	School-wide (3 groups of Professional Learning Communities)	The month of December: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation *On 3rd Wednesday: Members meet and discuss Design	Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Adherence or Lack of to Rules & Procedures

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					<p>Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group</p> <p>Throughout the month: Visit Classroom(s); implement; reflect; plan for students</p>	
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U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
			Total:\$0.00

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End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1: According to Orange County Public Schools' Educational Database Warehouse, the Edgewater High School 2012 attendance rate has increased very slightly from last year.	<u>2012 Current Attendance Rate:*</u> The Edgewater High School attendance rate settled to 93% (1732) in 2012.	<u>2013 Expected Attendance Rate:*</u> By June 2013, Edgewater High School will have improved its attendance rate to 95% (1679).	Lack of parent notification to address student's tardiness and absences from classes or school.	Teachers will document Student's attendance and notify parents (progress book, e-mail, phone calls, and parent conference).	Principal, Assistant Principals, and Deans	Monitor student attendance and maintain documentation of emails to parents, phone calls home, conferences held, and notifications in progress book.	SMS attendance data, parent notification logs
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u> 43% (742) of Edgewater students had excessive absences in 2012.	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> By June 2013, the total excessive absences (10 or more) will be reduced to 37% (654) at Edgewater					

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		High School.					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	In June 2012, there were 19% (357) total excessive tardiness (10 or more) at Edgewater High School.	By June 2013, the total excessive tardiness (10 or more) will be reduced to 15% (265) at Edgewater High School.					
			1.2. Inaccurate parental contact information in Student Management System hinders parental notification.	1.2. Attendance dean will monitor and gather inaccurate parental contact information from instructional staff. Correct parental contact information will be gathered and input in the Student Management System.	1.2. Assistant principal, attendance dean, attendance clerk, guidance counselors, and school social worker	1.2. Monitor: phone logs, student attendance data, and returned attendance letters that were sent home.	1.2. SMS attendance data and average daily attendance rate

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Attendance 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
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Designing Learning Goals and Scales; Implementing Classroom Rules and Procedures; Establishing Relationships with Students	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The months of August and September: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Student Engagement	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Michele Erickson, Gracemarie Howland, Theresa Rogers	School-wide (3 groups of Professional Learning Communities)	The month of October: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					Throughout the month: Visit Classroom(s); implement; reflect; plan for students	
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Facilitation of Students Interacting with New Knowledge	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The month of November: Each 4th Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 4th Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Adherence or Lack of to Rules & Procedures	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Anthony Serianni, Tim Shuler, Ben Tarantur, Travis Diesel	School-wide (3 groups of Professional Learning Communities)	The month of December: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation *On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					groups, and share practical application examples with large group	
					Throughout the month: Visit Classroom(s); implement; reflect; plan for students	

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:\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
			Total:\$0.00

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: There has been a significant reduction in the number of suspensions at Edgewater High School over the past three years.	<u>2012 Total Number of In-School Suspensions</u> In 2012, Edgewater High School had 846 incidents which led to in-school suspensions.	<u>2013 Expected Number of In-School Suspensions</u> In 2013, Edgewater High School will reduce in-school suspensions by 20% (169) from the previous year.	Teachers unfamiliar with new changes in discipline procedures.	Deans will provide teachers with copies of discipline matrix and conduct a brief informational session to clarify changes.	Principal, assistant principal & deans	School discipline data classroom walk-throughs	Student disciplinary referrals and discipline data
	<u>2012 Total Number of Students Suspended In-School</u> In 2012, Edgewater High School had 351 students who received in-school suspensions.	<u>2013 Expected Number of Students Suspended In-School</u> In 2013, Edgewater High School will reduce the number of students suspended by 10% (35) from the previous year.					
	<u>2012 Total Number of Out-of-School Suspensions</u> In 2012,	<u>2013 Expected Number of Out-of-School Suspensions</u> In 2013,					

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	Edgewater High School had 185 out-of-school suspensions.	Edgewater High School will reduce out-of-school suspension by 10% (19) from the previous year.					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	In 2012, Edgewater High School had 137 students who received out-of-school suspensions.	In 2013, Edgewater High School will reduce the number of Students suspended out of school by 10% (14) from the previous year.					
			1.2. Consistency in issuing student consequences in response to student referrals.	1.2. Provide principal, assistant principals, and deans with copies of discipline matrix. Alternative suspension measures will be introduced to parents for the purpose of reducing student's time away school and missing valuable instructional time.	1.2. Principal, assistant principals & deans	1.2. School discipline data	1.2. Student disciplinary referrals and discipline data

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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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Designing Learning Goals and Scales; Implementing Classroom Rules and Procedures; Establishing Relationships with Students	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The months of August and September: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Student Engagement	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Michele Erickson, Gracemarie Howland, Theresa Rogers	School-wide (3 groups of Professional Learning Communities)	The month of October: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					Throughout the month: Visit Classroom(s); implement; reflect; plan for students	
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Facilitation of Students Interacting with New Knowledge	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The month of November: Each 4th Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 4th Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Adherence or Lack of to Rules & Procedures	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Anthony Serianni, Tim Shuler, Ben Tarantur, Travis Diesel	School-wide (3 groups of Professional Learning Communities)	The month of December: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation *On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	
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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:\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
			Total:\$0.00

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1:	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>	Negative student attendance concerns contribute to poor academic performance in school.	Schedule attendance conferences with students and parents to address student absences. Attendance contracts will be utilized to redirect attendance concerns and any habitual attendance concerns will be referred to the schools' social worker for child study team meetings when necessary.	Assistant principle, attendance dean & guidance counselors	Child study team Meetings student/parent conference	Student academic reports & student attendance reports
	In 2011, the Edgewater High School student dropout rate was reported at 0.5 percent: The 2012, student dropout rate has not been provided.	Pending results: by 2013, the expected student dropout rate at Edgewater High School will be reduced to 0.3 percent or below.					
Edgewater High School has demonstrated a continual decrease in the number of students who dropped out of school over a three year period.	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	Edgewater had a 98% graduation rate during the 2011-2012 school years. More information will be provided once 2012-2013	Pending results: by 2013, the expected student graduation rate at Edgewater High School will increase to 99%.					

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	graduation rate data becomes available.						
		1.2. Lack of sufficient academic credits & GPA	1.2. Provide extended learning opportunities for students through credit retrieval, summer school & community school to assist students in retrieving lost course credit needed to graduate.	1.2. Assistant principal & guidance counselors	1.2. Student conferences & student enrollment data	1.2. Student academic reports & student attendance reports	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Designing Learning Goals and Scales; Implementing Classroom Rules and Procedures; Establishing Relationships with	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The months of August and September: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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Students						
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Student Engagement	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Michele Erickson, Gracemarie Howland, Theresa Rogers	School-wide (3 groups of Professional Learning Communities)	The month of October: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Facilitation of Students Interacting with New Knowledge	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The month of November: Each 4th Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 4th Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group Throughout the month:	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					Visit Classroom(s); implement; reflect; plan for students	
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Adherence or Lack of to Rules & Procedures	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Anthony Serianni, Tim Shuler, Ben Tarantur, Travis Diesel	School-wide (3 groups of Professional Learning Communities)	The month of December: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation *On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
			Total:\$0.00

End of Dropout Prevention Goal(s)

2012-2013 School 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			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1: Parental involvement in Edgewater High School activities has been high over the past 3 years.	<u>2012 Current Level of Parent Involvement:*</u> June 2012, approximately 40% (667) of Edgewater High School parents participated in school activities.	<u>2013 Expected Level of Parent Involvement:*</u> By June 2013, approximately 50% (845) of Edgewater High School parents will have participated in school activities.	1.1. Scheduling conflicts prevent parents from attending many scheduled school activities.	1.1. Will intensify efforts to schedule and provide evening or weekend activities to accommodate for parent work schedules. Provide resources and additional information at Parent Resource Center, CCRC, and Media Center	1.1. Assistant Principal & Reading Coach	1.1. Provide and collect survey during activities.	1.1. Scheduling conflicts prevent parents from attending many scheduled school activities.
			1.2. Limited communication with parents concerning their child's academic progress.	1.2. Will intensify efforts to communicate with parents through conferences & activities: person to person, phone, e-mail, school website, and additions volunteer efforts.	1.2. Assistant Principal & Guidance counselors	1.2. Provide and collect survey during activities.	1.2. Sign-in sheets parent volunteer activity log.

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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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Designing Learning Goals and Scales; Implementing Classroom Rules and Procedures; Establishing Relationships with Students	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The months of August and September: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Student Engagement	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Michele Erickson, Gracemarie Howland, Theresa Rogers	School-wide (3 groups of Professional Learning Communities)	The month of October: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					Throughout the month: Visit Classroom(s); implement; reflect; plan for students	
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Facilitation of Students Interacting with New Knowledge	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The month of November: Each 4th Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 4th Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Adherence or Lack of to Rules & Procedures	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Anthony Serianni, Tim Shuler, Ben Tarantur, Travis Diesel	School-wide (3 groups of Professional Learning Communities)	The month of December: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation *On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					groups, and share practical application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	
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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:\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
			Total:\$0.00

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1:</p> <p>In June 2012, 34% (574) of students at Edgewater High School were enrolled in the Engineering, Science, and Technology Program.</p> <p>41% (693) of students at Edgewater High School will be enrolled in the Engineering, Science, and Technology Program will be by June 2013.</p>	<p>1.1.</p> <p>Lack of parental support to supplement instructional strategies.</p>	<p>1.1.</p> <p>Provide and promote STEM resources at Parent Resource Center, Career College Resource Center, and Media Center</p>	<p>1.1.</p> <p>Assistant Principal, Media Specialist, API</p>	<p>1.1.</p> <p>Sign-In sheet in individual venue</p>	<p>1.1.</p> <p>Edusoft bi-weekly mini-assessment data Benchmark assessment</p>
	<p>1.2.</p> <p>Target student deficiencies in STEM content areas</p>	<p>1.2.</p> <p>Promote and support PLCs for Science, Technology, Engineering, and Mathematics to improve student deficiencies per subgroup.</p> <p>Teachers voluntarily offer after-school tutoring as needed.</p>	<p>1.2.</p> <p>Assistant Principal, CRT, Reading Coach, Teacher</p>	<p>1.2.</p> <p>Mini-assessments will be used bi-weekly to assess student progress.</p> <p>Administrators will do rigorous walk-throughs to assess teacher instruction.</p>	<p>1.2.</p> <p>Science & Math Data Edusoft bi-weekly mini-assessment data Teacher common assessment</p>

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STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Designing Learning Goals and Scales; Implementing Classroom Rules and Procedures; Establishing Relationships with Students	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The months of August and September: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Student Engagement	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Michele Erickson, Gracemarie Howland, Theresa Rogers	School-wide (3 groups of Professional Learning Communities)	The month of October: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					Throughout the month: Visit Classroom(s); implement; reflect; plan for students	
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Facilitation of Students Interacting with New Knowledge	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The month of November: Each 4th Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 4th Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Adherence or Lack of to Rules & Procedures	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Anthony Serianni, Tim Shuler, Ben Tarantur, Travis Diesel	School-wide (3 groups of Professional Learning Communities)	The month of December: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation *On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					groups, and share practical application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Hands-on laboratory experiments	Curriculum specific materials (chemicals and supplies)	Budget	7,000.00
			Subtotal:\$7000.00
			Total:\$7000.00

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>CTE Goal #1:</u></p> <p>In 2012, 86% (629) of students passed Industrial Certification tests.</p> <p>In 2013, 91% (665) of students will pass Industry Certification tests.</p>	<p>1.1.</p> <p>Need to increase the number of teachers certified in Industrial Certification areas.</p>	<p>1.1.</p> <p>Solicit and prepare teachers to take and pass the Industrial Certification tests.</p>	<p>1.1.</p> <p>Principal Assistant Principal CRT Teacher</p>	<p>1.1.</p> <p>Certification</p>	<p>1.1.</p> <p>Certification results</p>

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
<p>Supporting Instructional Practices through Action Research.</p> <p>Marzano's Framework</p>	<p>9-12 All Content Areas</p>	<p>PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry</p>	<p>School-wide (3 groups of Professional Learning Communities)</p>	<p>The months of August and September: Each 3rd Wednesday (Early Release day)</p>	<p>* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation</p>	<p>Principal, Assistant Principals, PLC Leader and/or Curriculum Leader</p>

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for the Art and Science of Teaching: Designing Learning Goals and Scales; Implementing Classroom Rules and Procedures; Establishing Relationships with Students		Chapdelaine			* On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Student Engagement	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Michele Erickson, Gracemarie Howland, Theresa Rogers	School-wide (3 groups of Professional Learning Communities)	The month of October: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The month of November: Each 4th Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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<p>of Teaching: Facilitation of Students Interacting with New Knowledge</p>					<p>* On 4th Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group</p> <p>Throughout the month: Visit Classroom(s); implement; reflect; plan for students</p>	
<p>Supporting Instructional Practices through Action Research.</p> <p>Marzano’s Framework for the Art and Science of Teaching: Adherence or Lack of to Rules & Procedures</p>	<p>9-12 All Content Areas</p>	<p>PD Facilitators and/or PLC Leaders Anthony Serianni, Tim Shuler, Ben Tarantur, Travis Diesel</p>	<p>School-wide (3 groups of Professional Learning Communities)</p>	<p>The month of December: Each 3rd Wednesday (Early Release day)</p>	<p>* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members</p> <p>*On 2nd Wednesday: members post discussion items on iObservation</p> <p>*On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group</p> <p>Throughout the month: Visit Classroom(s); implement; reflect; plan for students</p>	<p>Principal, Assistant Principals, PLC Leader and/or Curriculum Leader</p>

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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
Solid Works	Creates 3-D architectural figures	Grant	See below
			Subtotal:\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Solid Works	Software, materials, 3-D printer	Budget/Grant	60,000.00
			Subtotal:\$60,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Solid Works Implementation	Training for teachers	Grant	See above
			Subtotal:\$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
			Total:\$60,000.00

End of CTE Goal(s)

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Additional Goal(s)

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

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			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Edgewater High School students enrolled in the College Dual Enrollment program has decreased significantly while performance has dropped slightly over the past 3 years.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*	Students not passing the Post Educational Readiness Test are required to take dual enrollment classes.	Provide students with more informational resources in preparation for the Post Educational Readiness Test.	Assistant Principal, Guidance Counselors	List of student signed-up to take the Post Educational Readiness Test	Post Educational Readiness Test results
	In 2012, 52 Edgewater High School students were enrolled in 101 dual enrollment classes with a performance rate of 98% passing.	By 2013, Edgewater High School will increase enrollment to 57 students while improving the performance rate to 99% passing.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Students do not have ample transportation to travel to and from dual enrollment classes located at various colleges near the Edgewater community.	Collaborate with various colleges in the area to provide dual enrollment classes at Edgewater High School.	Assistant Principal, Guidance Counselors	Assistant Principal/Guidance counselors meet with college officials to discuss increasing dual enrollment classes at Edgewater High School.	Master Schedule Dual Enrollment Program Data

Additional Goals Professional Development

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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
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Designing Learning Goals and Scales; Implementing Classroom Rules and Procedures; Establishing Relationships with Students	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The months of August and September: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano’s Framework for the Art and Science of Teaching: Student Engagement	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Michele Erickson, Gracemarie Howland, Theresa Rogers	School-wide (3 groups of Professional Learning Communities)	The month of October: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group Throughout the month:	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					Visit Classroom(s); implement; reflect; plan for students	
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Facilitation of Students Interacting with New Knowledge	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Ellen Costello, Mary Vetter and Kerry Chapdelaine	School-wide (3 groups of Professional Learning Communities)	The month of November: Each 4th Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation * On 4th Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader
Supporting Instructional Practices through Action Research. Marzano's Framework for the Art and Science of Teaching: Adherence or Lack of to Rules & Procedures	9-12 All Content Areas	PD Facilitators and/or PLC Leaders Anthony Serianni, Tim Shuler, Ben Tarantur, Travis Diesel	School-wide (3 groups of Professional Learning Communities)	The month of December: Each 3rd Wednesday (Early Release day)	* Staff Sign-In Sheet * On 1st Wednesday: assign reading selections to PLC members *On 2nd Wednesday: members post discussion items on iObservation *On 3rd Wednesday: Members meet and discuss Design Questions and Elements, reflect on research-based strategies in small groups, and share practical application examples with large	Principal, Assistant Principals, PLC Leader and/or Curriculum Leader

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					group Throughout the month: Visit Classroom(s); implement; reflect; plan for students	
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Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
			Total:\$0.00

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:\$5,000.00
CELLA Budget	Total:\$0.00
Mathematics Budget	Total:\$0.00
Science Budget	Total:\$0.00
Writing Budget	Total:\$2,000.00
Civics Budget	Total:\$0.00
U.S. History Budget	Total:\$0.00
Attendance Budget	Total:\$0.00
Suspension Budget	Total:\$0.00
Dropout Prevention Budget	Total:\$0.00
Parent Involvement Budget	Total:\$0.00
STEM Budget	Total:\$7,000.00
CTE Budget	Total:\$60,000.00
Additional Goals	Total:\$0.00
	Grand Total:\$74,000.00

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.

The purpose of the School Advisory Council of Edgewater High School is to assist the principal in developing goals, setting measurable objectives, and evaluating the results of the School Improvement Plan towards improving student achievement. The Edgewater SAC is instrumental in bringing together all of the school's stakeholders for the purpose of involving them in the decision making process. This council is also oversees the use and expenditure of the School Improvement Funds. This process allows the SAC to act as a liaison between the community and the school to advise the school administration in decisions that affect instruction and the delivery of programs which will improve the school. The School Improvement Goals includes:

- Improve student achievement in reading.
- Improve student achievement in writing.
- Improve student achievement in math.

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- Close the achievement gap between students of various economic levels.
- Implement standards for behavior on campus created by students.
- Increase student involvement in campus activities.
- Increase occurrences of positive, two-way communication between parents and teachers.
- Improve campus safety facilities and resources.

The School Advisory Council meets the first Monday of the month in the Principal's Conference Room at 5:30 pm. Meetings generally last one hour. All meetings are open and minutes of the SAC meetings are always available. The SAC includes parents, administrators, faculty, business leaders, and community representatives. The principal and principal's designee always sit on the SAC. The School Advisory Council meets on the following tentative dates during the 2012-2013 school year:

September 10, 2012
 October 1, 2012
 November 5, 2012
 December 3, 2012
 January 14, 2013
 February 4, 2013
 March 4, 2013
 April 1, 2013
 May 6, 2013

Describe the projected use of SAC funds.	Amount
Pending	\$0.00