

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

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

School Name: Caminiti Exceptional Center	District Name: Hillsborough
Principal: Barbara Pittman	Superintendent: Mary Ellen Elia
SAC Chair: Linda Thomas	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Barbara Pittman	MA Ed. Leadership, Certification in School Leadership, MR, SLD, EH, ESOL, School Principal	15	15	Previous years non-graded
Assistant Principal	N/A				

Highly Qualified Instructional Coaches

List your school’s highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A					

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June 2012	
2. District Mentor Program	District Mentors	Ongoing	
3. District Peer Program	District Peers	Ongoing	
4. Regular time for teacher collaboration	Principal	Ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	Teacher has a plan to prepare for and take elementary education certification test before December, 2012.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school. [Information is incorrect on report, waiting for update. Report information is in table.](#)

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
37	11% (4)	35%(13)	32%(12)	27%(8)	46%(15)	97%(36)	14%(5)	3% (1)	54%(20)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mary Wilts	Jamie Kahn	Ms. Wilts is a Mentor with EET Initiative. She has strength in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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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
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education

Job Training
Other

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

School-Based MTSS/Rti Team
Identify the school-based MTSS Leadership Team. Principal, ESE Specialists, School Psychologist, School Social Workers, PLC Leaders, SAC Chair
<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 purpose of the MTSS Leadership Team in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSS Leadership Team reviews school-wide and individual student data to address the progress of low-performing students and determine the needs of all students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). ALL decisions are guided by the review and analysis of student data.</p> <p>The MTSS Leadership Team is considered the main leadership team in our school. The MTSS Leadership Team will meet twice/month and use the problem solving process to:</p> <ul style="list-style-type: none"> • Based on student data, recommend, coordinate and implement supplemental services that match students’ non-mastery of skills through: <ul style="list-style-type: none"> Additional time provided to master specific skills Create, manage and update the school resource map • Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis • Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals • Review and interpret student data (academic, behavior and attendance) at the school and team levels • Organize and support systematic data collection as needed • Strengthen the core curriculum instruction through the: <ul style="list-style-type: none"> Implementation and support of PLCs Use of school-based <i>Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments</i> Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the MTSS Leadership Team) Use of <i>Common Core Assessments</i> included in curriculum Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction) Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences • At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks. • Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs. • Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.

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- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

- The Chair of SAC is a member of the MTSS Leadership Team.
- The MTSS Leadership Team and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2010-11 school year and during preplanning for the 2011-12 school year.
- The School Improvement Plan is the working document that guides the work of the MTSS Leadership Team. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goal.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the MTSS Leadership Team will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks.

MTSS Implementation

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
Baseline and Midyear District Assessments	Data Wall	PSLT, PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	Individual teachers, PSLT
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Database	Individual teachers

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*A Common Assessment covers a “chunk” of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students’ knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Other Curriculum Based Measurement** (<i>see below</i>)	School Generated Database in Excel	MTSST/PLCs

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:

- assess the same skills over time
- have multiple equivalent forms
- are sensitive to small amounts of growth over time.

Describe the plan to train staff on MTSS.

The MTSS Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. MTSS Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District’s MTSS Leadership Team develops resources and staff development trainings on MTSS, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times or rolling faculty meetings. Our school will invite our area RtI Facilitator to visit to review our progress in implementation of PS/MTSS and provide on-site coaching and support to our MTSST/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/MTSS as they become available. All teachers will complete the state perceptions of PS/MTSS Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/MTSS implementation

Describe plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal ESE Specialists Team representatives
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP. The principal is the LLT chairperson. The principal and ESE Specialist collaborate with the team to ensure that data driven instruction support is provided to all teachers. The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.
What will be the major initiatives of the LLT this year? <ul style="list-style-type: none">• Implementation and evaluation of the SIP reading strategies across the content areas• Professional Development• Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas• Data analysis (on-going)• Implement K-12 Reading Plan

NCLB Public School Choice

- Supplemental Educational Services (SES) Notification

***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.

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

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

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Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site.

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

Each Subject Area PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the creation and implementation of the Florida Continuous Improvement Model Reinforcement Instructional Calendars, Mini-Lessons, Mini-Assessments and re-teach lessons based on the on-going collection of student data. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

ESE Specialist is responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms. With content teachers, ESE Specialist co-plan, co-teach, observe and provides feedback.

*High Schools Only

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

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

School Social Worker and teachers collaborate with transition specialists, school personnel, families and students regarding diploma options, guardianship, age of majority, and post school options. Information is provided about adult agencies, post-secondary opportunities including adult developmental training programs and post- secondary educational facilities.

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?

Students and families are involved in IEP planning and interest inventories to assist with post school planning.

Postsecondary Transition

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

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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

School Social Worker and teachers collaborate with transition specialists, school personnel, families and students regarding diploma options, guardianship, age of majority and post school options. The process is started at the elementary level to ensure that services are in place upon graduation. The social worker and teachers provide information about adult agencies, post-secondary opportunities which include adult developmental training programs and postsecondary educational facilities. The agency of Vocational Rehabilitation is involved with assisting graduates and their families for post- secondary opportunities.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1.	3.1.	3.1.	3.1.	3.1.
See Goal 5d	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1.	4.1.	4.1.	4.1.	4.1.
See Goal 5d	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			4.2.	4.2.	4.2.	4.2.	4.2.
		4.3.	4.3.	4.3.	4.3.	4.3.	

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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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%.								
The percentage of students scoring proficient/satisfactory on the 2013 FAA Reading will increase from 21% to 29%.								
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5A.1.	5A.1.			5A.1.	
The percentage of White students scoring proficient/satisfactory on the 2013 FAA Reading will increase from 21% to 29%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See Goal 5d					
	White: 21%	White- 29%						
The percentage of Black students scoring proficient/satisfactory on the 2013 FAA Reading will increase from 14% to 23%.	Black: 14%	Black:23%						
			5A.2.	5A.2	5A.2	5A.2	5A.2	
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
The percentage of Economically	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See Goal 5d					

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Disadvantaged students scoring proficient/satisfactory on the 2013 FAA Reading will increase from 25% to 33%.	25%	33%					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: The percentage of SWD scoring	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Need to provide an organizational structure and	Strategy	Who	Teacher Level	<u>During the grading period</u>
				SWD student	Principal	-Teachers reflect on lesson	

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<p>proficient/satisfactory on the 2013 FAA Reading will increase from 21% to 29%.</p>	<p>21%</p>	<p>29%</p>	<p>procedure for regular ongoing review of students' IEPs. The Leadership team will initiate a system for this school year.</p>	<p>achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (individually and in PLCs) work to improve upon, both individually and collectively, the ability to effectively implement IEP strategies, accommodations, and modifications into lessons.</p>	<p>ESE Specialists How IEP Progress reports and supporting data reviewed by Principal and ESE Specialists.</p>	<p>outcomes and utilize this information to plan future instruction. -Teachers utilize this assessment data to calculate student progress toward PLC or individual SMART goal. <u>PLC Level</u> -Using individual teacher data, PLCs calculate the SMART goal data across classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC Facilitator shares SMART goal data with Leadership Team. -Data is used to drive teacher support and student instruction</p>	<p>Assessments from core curriculum; unit or segment assessments</p>
			<p>5D.2 Proficiency of SWD is a high priority in our school. -Teachers need support in - Improving differentiating instruction. -Teachers need to utilize common</p>	<p>5D.2. Strategy/Task SWD student achievement improves through the implementation of the Plan-Do-Check-Act Model in order to plan/carry out</p>	<p>5D.2. Who -School based administrators -PLC Facilitators How PLC logs (with Specific information) for like</p>	<p>5D.2. Teacher Level Teachers reflect on lesson outcomes and utilize this information to plan future instruction. -Teachers utilize this assessment data to calculate student progress</p>	<p>5D.2. During the grading period Assessments from core curriculum; unit or segment assessments</p>

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		<p>planning times to plan for student instruction.</p>	<p>lessons/assessments with appropriate strategies, accommodations, and modifications.</p> <p><u>Actions</u> Plan For an upcoming unit of instruction determine the following:</p> <ul style="list-style-type: none"> -What do we want our SWD to learn by the end of the unit? -What are standards that our SWD need to learn? -How will we assess these skills/standards for our SWD? -What does mastery look like? -What is the SMART goal for this unit of instruction for our SWD? <p>Plan for the “Do” What do teachers need to do in order to meet the SWD SMART goal?</p> <ul style="list-style-type: none"> -What resources do we need? -How will the lessons be designed to maximize the learning of SWD? -What checks-for-understanding will we implement for our SWD? -What teaching strategies/best practices will we use to help SWD learn? -Is the core curriculum being utilized? <p>Reflect on the “Do”/Analyze Checks for Understanding and Student Work during the</p>	<p>courses and grades.</p>	<p>toward PLC or individual SMART goal.</p> <p><u>PLC Level</u></p> <ul style="list-style-type: none"> -Using individual teacher data, PLCs calculate the SMART goal data across classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> -PLC Facilitator shares SMART goal data with Leadership Team. Data is used to drive teacher support and student instruction. 	
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		<p>unit. For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their students: -What worked within the lesson? How do we know it was successful? Is there data to support this? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? -What checks for understanding were used during the lessons? -What were the outcomes of the checks for understanding? And/or analysis of student performance? -How do we take what we have learned and apply it to future lessons?</p> <p>Reflect/Check – Analyze Data Discuss one or more of the following: -What is the SWD data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/department? -What are students not learning? Why is this occurring? -Which students are learning?</p> <p>Act on the Data After data analysis, develop a plan to act on the data. -What are we going to do</p>			
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			about students not learning? -What are the skills/concepts/standards that need re-teaching/interventions, either to individual students or small groups? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/interventions are working?			
		5D.3	5D.3 Volunteer reading tutor.	5D.3	5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Collection	All	School Psychologist ESE Specialists	Available to all teachers	Early Release – Sept-Nov.	Classroom walkthroughs Data/Progress Report Checks	Administration ESE Specialists
Content Training	All	District Staff	Available to all teachers	Ongoing	Posting trainings on internal website, reminders to teachers in emails, checks of in-service records	Administration ESE Specialists

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

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

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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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: See Goal 5d	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: See Goal 5d	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

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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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.						
The percentage of students scoring proficient/satisfactory on the 2013 FAA Math will increase from 21% to 29%.						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
The percentage of White students scoring proficient/satisfactory on the 2013 FAA Math will increase from 21% to 29%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See Goal 5d			
	White:21% Black:14% Hispanic: Asian: American Indian:	White: 29% Black:23% Hispanic: Asian: American Indian:				
The percentage of Black students scoring proficient/satisfactory on the 2013 FAA Math will increase from 14% to 23%.	5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
	5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
The percentage of Economically Disadvantaged	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See Goal 5d			

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students scoring proficient/satisfactory on the 2013 FAA Math will increase from 28% to 35%.	28%	35%					
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
5C.3.			5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Need to provide a school organization structure and procedure for regular	SWD student achievement improves through the effective and	Who Principal ESE Specialists	5D.1. <u>Teacher Level</u> -Teachers reflect on lesson	5D.1. <u>During the grading period</u>

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<p>The percentage of SWD scoring proficient/satisfactory on the 2013 FAA Math will increase from 21% to 29%.</p>	<p>21%</p>	<p>29%</p>	<p>ongoing review of students' IEPs. The Leadership team will initiate a system for this school year.</p>	<p>consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (individually and in PLCs) work to improve upon, both individually and collectively, the ability to effectively implement IEP strategies, accommodations, and modifications into lessons.</p>	<p><u>How</u> IEP Progress reports and supporting data reviewed by Principal and ESE Specialists.</p>	<p>outcomes and utilize this information to plan future instruction. -Teachers utilize this assessment data to calculate student progress toward PLC or individual SMART goal. <u>PLC Level</u> -Using individual teacher data, PLCs calculate the SMART goal data across classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC Facilitator shares SMART goal data with Leadership Team. -Data is used to drive teacher support and student instruction</p>	<p>Assessments from core curriculum; unit or segment assessments</p>
			<p>5D.2. Improving the proficiency of SWD is a high priority in our school. -Teachers need support in -Improving differentiating instruction. -Teachers need to utilize common</p>	<p>5D.2. <u>Strategy/Task</u> SWD student achievement improves through the implementation of the Plan-Do-Check-Act Model in order to plan/carry out</p>	<p>5D.2. <u>Who</u> -School based administrators -PLC Facilitators <u>How</u> PLC logs (with Specific information) for like</p>	<p>5D.2. <u>Teacher Level</u> Teachers reflect on lesson outcomes and utilize this information to plan future instruction. -Teachers utilize this assessment data to calculate student progress</p>	<p>5D.2. <u>During the grading period</u> Assessments from core curriculum; unit or segment assessments</p>

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		<p>planning times to plan for student instruction.</p>	<p>lessons/assessments with appropriate strategies, accommodations, and modifications.</p> <p><u>Actions</u> Plan For an upcoming unit of instruction determine the following:</p> <ul style="list-style-type: none"> -What do we want our SWD to learn by the end of the unit? -What are standards that our SWD need to learn? -How will we assess these skills/standards for our SWD? -What does mastery look like? -What is the SMART goal for this unit of instruction for our SWD? -What assessment are we using? <p>Plan for the “Do” What do teachers need to do in order to meet the SWD SMART goal?</p> <ul style="list-style-type: none"> -What resources do we need? -Are we using core curriculum? -How will the lessons be designed to maximize the learning of SWD? -What checks-for-understanding will we implement? -What teaching strategies/best practices will we use to enhance learning? - -What are teachers going to do during the lesson for 	<p>courses and grades.</p>	<p>toward PLC or individual SMART goal.</p> <p><u>PLC Level</u></p> <ul style="list-style-type: none"> -Using individual teacher data, PLCs calculate the SMART goal data across classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> -PLC Facilitator shares SMART goal data with Leadership Team. Data is used to drive teacher support and student instruction. 	
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		<p>SWD? -What are SWD going to do during the lesson to maximize learning?</p> <p>Reflect on the “Do”/Analyze Checks for Understanding and Student Work <u>during</u> the unit.</p> <p>For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their SWD:</p> <ul style="list-style-type: none"> -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? -What checks for understanding were used during the lessons? -What were the outcomes of the checks for understanding and/or analysis of student performance? -How do we take what we have learned and apply it to future lessons? <p>Reflect/Check – Analyze Data</p> <p>Discuss one or more of the following:</p> <ul style="list-style-type: none"> -What is the SWD data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/department? -What are students not learning? Why is this occurring? 			
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			-Which students are learning? Act on the Data After data analysis, develop a plan to act on the data. -What are we going to do about SWD not learning? -What are the skills/concepts/standards that need re-teaching/interventions? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/interventions are working?			
				5D.3	5D.3	5D.3

End of Elementary or Middle School Mathematics Goals

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

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

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

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

End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Collection	All	School Psychologist ESE Specialists	Available to all teachers	Early Release – Sept-Nov.	Classroom walkthroughs Data/Progress Report Checks	Administration ESE Specialists
Content Training	All	District Staff	Available to all teachers	Ongoing	Posting trainings on internal website, reminders to teachers in emails, checks of in-service records	Administration ESE Specialists

Elementary and Middle School Science Goals

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

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Content Training	All	District Staff	Available to all teachers	Ongoing	Posting trainings on internal website, reminders to teachers in emails, checks of in-service records	Administration ESE Specialists

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1.	1.1.	1.1.	1.1.	1.1.
Writing/LA Goal #1: See FAA Writing Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

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

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1.1	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1: The attendance rate will increase from 86.52% in 2011-12 to 87.5% in 2012-13. The number of students who have 10 or more unexcused absences will decrease by 10%. The number of students who have 10 or more unexcused tardies will maintain at 0%	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	Inconsistent data collection. Need for timely parent contact by teachers.	School will establish an attendance committee that will meet regularly to address current attendance concerns. Interventions will be documented on the attendance intervention form.	School social worker will maintain records of meetings and share with administration at least monthly.	Attendance Committee will monitor attendance data of targeted students.	Instructional Planning Tool Ed Connects
	86.52%	87.5%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	49	44					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
0%	0%						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

PD Content /Topic	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
EASI Attendance Reports	All	DP Admin	School-wide	Throughout the school year	Random reports of teachers completing attendance	Principal

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1
Suspension Goal #1: The total number of school suspensions will decrease or maintain 2012 levels.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Each class will post and maintain expectations which are in alignment with school-wide expectations and account for individual student disabilities.	Teachers will be provided with support from the Behavior Intervention Team which meets at least twice monthly. Data on school-wide behavior is graphed and shared monthly. Use of practicum students from USF program for Behavior Analysis to assist with collection of data on individual students. FBA/BIP for students with significant behaviors.	Teacher data collection will be monitored by administration, ESE Specialists, and psychologist. Online data will be monitored by administration.	Administrative walk- through	Individual student data.
	1	1					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	1	1					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	6	6					
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School						
3	3						
			1.2.	1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Collection	all	School Psychologist ESE Specialists	School wide	Sept-Nov, 6 sessions, early release Mondays	Ongoing monitoring by Administration, ESE Specialists, and School Psychologist	Administration, ESE Specialists, and School Psychologist
Bullying Prevention	All	School Psychologist	School Wide	School year	Walk through Lesson Plans	Administration, ESE Specialists, and School Psychologist

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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1. Dropout Prevention		1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>						
Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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1. Parent Involvement		1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:		Distance from school	Alternate forms of communication.	Who:		
Based on the School Climate and Perception Survey for Parents, the percentage of parents strongly agree with the indicators under communication will increase from 77.4% in 2012 to 85% in 2013.	2012 Current level of Parent Involvement:*		Explore methods for involving parents in meetings using technology.	SAC Committee Administration PLC Facilitators		
	77.4%	85%		How: Copies of School Newsletter PLC Notes Examples of class newsletters Parent Communication Logs		
			1.2.	1.2.	1.2.	1.2.
		Encourage parent involvement in meetings through phone conferences when personal attendance is not possible.	Encourage parent involvement in meetings through phone conferences when personal attendance is not possible.	Who: SAC Committee Administration PLC Facilitators		
				How: Copies of School Newsletter PLC Notes Examples of class newsletters Parent Communication Logs		
		1.3.	1.3.	1.3.	1.3.	1.3.
		Survey parents to determine preferred method of communication from	Survey parents to determine preferred method of communication from home to school and	Who: SAC Committee		

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		home to school and school to home.	school to home.	Administration PLC Facilitators		
				How: Parent Survey		
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. Parent Involvement		2.1.	1.1.	2.1.	2.1.	2.1.
Parent Involvement Goal #2:		The distance from school.	Utilize alternate forms of communication to keep parents informed. Explore methods for involving parents in meetings using technology. Provide transportation to parents when possible.	Who: SAC Committee Administration PLC Facilitators School Social Worker How: Copies of School Newsletter PLC Notes Examples of class newsletters Parent Communication Logs		
Based on the School Climate and Perception Survey for Parents, the percentage of parents strongly agree with the indicators under Volunteering and Relationship building will increase from 14.3% in 2012 to 30% in 2013	2012 Current level of Parent Involvement:*					
	14.3%					
	30%					
		1.2. Parents are not aware of school needs, and or volunteer opportunities.	2.1 Encourage parent involvement in meetings through phone conferences when personal attendance is not possible. Provide parents with information on specific	2.1. Who: SAC Committee Administration PLC Facilitators How: Copies of School	2.1.	2.1.

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			opportunities to volunteer/assist at school through newsletter, notes from classes, etc.	Newsletter PLC Notes Examples of class newsletters Parent Communication Logs		
		1.3. Survey parents to determine preferred method of communication from home to school and school to home.	2.1. Survey parents to determine preferred method of communication from home to school and school to home.	2.1.	2.1.	2.1.

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
1. Health and Fitness Goal	1.1.	1.1.	1.1.	1.1.	1.1.

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Health and Fitness Goal #1: Enter narrative for the goal in this box.	2012 Current Level :*	2013 Expected Level :*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1.	1.1.	1.1.	1.1.	1.1.
The percentage of teachers who strongly agree with the indicator that “teachers I work	2012 Current Level :*	2013 Expected Level :*	Need for training on data collection and use of data to plan for instruction.	Leadership team will develop suggested template for lesson planning.	PLC notes Quarterly data/progress alert checks		
	34.4%	50%					

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with use classroom data to evaluate the effectiveness of their teaching” will increase from 34.4% to 50%.			Reluctance to collect data. Perception that data collection is “too much trouble”	Leadership team will provide examples of data collection forms. Data will be shared in PLCs Graphs of student data FAA data will be available for teacher review.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A: See Reading Goal 5d.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Reading Goal 5d.				
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B: See Reading Goal 5d.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Reading Goal 5d.				
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C: <u>N/A</u>	2012 Current Percent of Students Proficient in Listening/Speaking:					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: <u>N/A</u>	2012 Current Percent of Students Proficient in Reading :					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F: See Math Goal 5d	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		See Math Goal 5d			
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.

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G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.		G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G: See Math Goal 5d	2012 Current Level of Performance:*		See Math Goal 5d.			
	2013 Expected Level of Performance:*					
		G.2.	G.2.	G.2.	G.2.	G.2.
		G.3.	G.3.	G.3.	G.3.	G.3.

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal H: <u>N/A</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1. Need to provide a school organization structure and procedure for regular ongoing review	J.1 SWD student achievement improves through the effective and	J.1. <u>Who</u> Principal ESE Specialists	J.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and utilize this	J.1.
<u>Science Goal J:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>			

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The percentage of students scoring a level 4 or above on the 2013 FAA Science will increase by 1%.	16%	20%	of students' IEPs. The Leadership team will initiate a system for this school year.	consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (individually and in PLCs) work to improve upon, both individually and collectively, the ability to effectively implement IEP strategies, accommodations, and modifications into lessons.	<u>How</u> IEP Progress reports and supporting data reviewed by Principal and ESE Specialists.	information to plan future instruction. -Teachers utilize this assessment data to calculate student progress toward PLC or individual SMART goal. <u>PLC Level</u> -Using individual teacher data, PLCs calculate the SMART goal data across classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC Facilitator shares SMART goal data with Leadership Team. -Data is used to drive teacher support and student instruction	
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

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Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
K. Students scoring in the middle or upper third (proficient) in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Biology Goal K:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Biology Goal L:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

NEW Writing Florida Alternate Assessment Goal

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
<u>Writing Goal M:</u> The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by at least 1%.	<u>2012 Current Level of Performance:*</u> 22%	<u>2013 Expected Level of Performance:*</u> 23%	Need to provide a school organization structure and procedure for regular ongoing review of students' IEPs. The Leadership team will initiate a system for this school year.	SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (individually and in PLCs) work to improve upon, both individually and collectively, the ability to effectively implement IEP strategies, accommodations, and modifications into lessons.	<u>Who</u> Principal ESE Specialists <u>How</u> IEP Progress reports and supporting data reviewed by Principal and ESE Specialists.	<u>Teacher Level</u> -Teachers reflect on lesson outcomes and utilize this information to plan future instruction. -Teachers utilize this assessment data to calculate student progress toward PLC or individual SMART goal. <u>PLC Level</u> -Using individual teacher data, PLCs calculate the SMART goal data across classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC Facilitator shares SMART goal data with Leadership Team. -Data is used to drive	

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						teacher support and student instruction	
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
See Career and Technology Goal	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Content Training	All	District Staff	Available to all teachers	Ongoing	Posting trainings on internal website, reminders to teachers in emails, checks of in-service records	Administration ESE Specialists

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End of STEM Goal(s)

NEW 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p><u>CTE Goal #1:</u> Students will be enrolled in Career Prep Courses to prepare them for participation in the Caminiti Business Center (on campus training) and/or the Community Based Training Program after completing the core academic requirements for graduation.</p>	<p>1.1. Previous expectations for students have been limiting. Need to provide a school organization structure and procedure for regular ongoing review of students' IEPs. The Leadership team will initiate a system for this school year.</p>	<p>1.1. SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (individually and in PLCs) work to improve upon, both individually and collectively, the ability to effectively implement IEP strategies, accommodations, and modifications into</p>	<p>1.1. Administrative walk through Lesson plans</p>	<p>1.1.</p>	<p>1.1. Student progress reports for specific courses.</p>

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		lessons.			
	1.2	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	All	District Staff	Available to all teachers	Ongoing	Posting trainings on internal website, reminders to teachers in emails, checks of in-service records	Administration ESE Specialists

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Parent Involvement Goal 2	Parent participation in school activities, IEP meeting, conference nights, and family nights will increase student achievement. Parent participation will be encouraged through the use of gift cards that will be awarded based on parent participation and communication.	\$200.00	
Parent Involvement Goal 2	Paper, Cardstock, Memo magnets for parent announcements, invitations	\$190	
Final Amount Spent			