

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Central High School	District Name: Hernando
Principal: Joseph Clifford	Superintendent: Bryan Blavatt
SAC Chair: Mr. David Rodriguez	Date of School Board Approval: November 6, 2012

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 Effective Administrators

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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List your school's highly effective 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)
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Principal	Joseph Clifford	MA Guidance and Counseling, BA Psychology, Certificate Ed. Leadership, School Principal	3	18	<p>Assistant Principal 2002-2004 West Hernando Middle School Principal</p> <p>2005-2007 West Hernando Middle School West Hernando Middle School – 2001-2002 C High Standards – 55% Reading, 48% Math, 78% Writing, Learning Gains 58% Reading, 59% Math, Lowest 25%- 68% gains Reading AYP – No</p> <p>2002-2003 B 60% Reading , 53% Math, 83% Writing, Learning Gains 66% Reading, 67% Math, Lowest 25% - 66% AYP No</p> <p>2003-2004 C High Standards 57% Reading, 53% Math, 79% Writing – Learning Gains 59% Reading, 66% Math, Lowest 25% - 56% AYP No 77% Criteria Met</p> <p>2004-2005 B High Standards 59% Reading, 60% Math, 7% Writing – Learning Gains 61% Reading, 72% Math – Lowest 25% - 67% AYP – No 87% Criteria Met</p> <p>2005-2006 A High Standards 65% Reading, 67% Math, 87% Writing- Learning Gains 70% Reading, 81% Math – Lowest 25% 76% Reading AYP – NO 97% Criteria Met</p> <p>2006-2007 A High Standards 65% Reading, 72% Math, 91% Writing, 45% Science – Learning Gains – 59% Reading, 78% Math, Lowest 25% - Reading 65%, Math 83% AYP – NO 87% Criteria Met</p> <p>2007-2008 School Grade A High Standards Reading 68%, Math 72%, Writing 94% Science 50%, Learning Gains 64% Reading, 77% Math, Lowest 25% Reading 71%, Math 81% AYP – NO 95% Criteria Met</p> <p>2008 -2009 JD Floyd K-8 School Grade A High Standards Reading 81%, Math 72%, Writing 78%, Science 56%, Learning Gains 67%, Reading, 67% Math, AYP – NO 95% Criteria Met</p> <p>2008-2009 Central High School School Grade D – High Standards Reading 41%, Math 77%, Writing 73%, Science 31% - Learning</p>
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					<p>Gains 43% Reading, 75 Math, 30% Science – Lowest 25% Reading39%, Math 63% AYP NO 79% Criteria Met</p> <p>2009-2010 B, High Standards, 44% Reading, 81% Math, 7% Writing, 42 % Science – Learning Gains 43% Reading, 75% Math, Lowest 25% Learning Gains, 29% Reading, 65% Math AYP 74% Met</p> <p>2011-2012-Central High School grade not available yet; % meeting high standards in reading-53%,math-53%,writing-77%; science-NA, %making learning gains –Reading-62,Math-53; %making learning gains in reading L25-68, mathL25-71;</p>
Assistant Principal	Jill Kolasa	<p>MA in Ed. Leadership BA in Psychology/Special Education Ed. Leadership SLD K-12 Board Certified Associate Behavior Analyst</p>	3	1	<p>2011-2012 –Central High School Grade- not available yet; % meeting high standards in reading- 53%,math-53% and writing-77%,science-NA, % making learning gains-Reading-62,Math-53, %making learning gains in reading L25-68, mathL25-71;</p>
Assistant Principal	Latressa Jones	<p>BA Social Science Education MS Urban and Regional Planning Cert. Ed Leadership, ESE, Social Science 6-12</p>	3	5	<p>2010-2011 B, High Standards, 44% Reading, 81% Math, 7% Writing, 42 % Science – Learning Gains 43% Reading, 75% Math, Lowest 25% Learning Gains, 29% Reading, 65% Math AYP 74% Met</p> <p>2011-2012-Central High School Grade-not available yet; %meeting high standards in reading-53%,math-53% and writing-77%; Science-NA, %making learning gains-Reading-62, Math-53,%making learning gains in reading L25-68,mathL25-71;</p>
Assistant Principal	Francesca Howard	<p>BS Bus. Administration MA Ed. Leadership Elementary K-6 Ed. Leadership Business 6-12</p>	3	1	

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Highly Effective Instructional Coaches

List your school's highly effective 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)
Math	Kristine Brown	BS Math Education, Certified 6-12 Math, Gifted Endorsed	3	1	2008-2009 Central High School School Grade D – High Standards Math 77%, Learning Gains 75 %Math,– Lowest 25% Math 63% AYP NO 79% Criteria Met 2009-2010 B, High Standards, 81% Math, Learning Gains 75% Math, Lowest 25% Learning Gains, , 65% Math AYP 74% Met
Reading	Tom Russell	BS Speech and Theatre Education K-12 Reading Certified K-12 Speech Certified 6-12 Middle Grades Endorsement	9	2	2011-2012-%meeting high standards in reading-53%,%making learning gains in Reading- 62%, %making learning gains in L25Reading-68
Writing	Lee-Anne Shoeman	English 6-12 ESOL Endorsement BA Psychology	2	2	2011-2012- %meeting high standards in writing-77%

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

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<p>1. CHS administrators will actively recruit recently college graduates as well as experienced teachers. SearchSoft software available through the District’s human resource department will assist in locating and hiring highly qualified teachers. The use of on-line resources and Florida Teach In will also be explored. A certification verification process will be utilized to ensure applicants and new hires are appropriately certified and highly qualified</p>	<p>Joe Clifford, Principal</p>	<p>Ongoing</p>	
<p>2. To assist performance, and retain highly qualified teachers, the following strategies will be implemented: assemble school assessment review team. Review school data from state assessment. Determine goals for improvements annually. Provide monetary incentives 1003(g) for all teachers who serve lowest quartile students demonstrating learning gains and for all employees if school grade increases. Proven ongoing professional development opportunities based on individual needs. Provide annual bonuses for recruited highly effective teachers 1003 (g). Determine success through evaluation data.</p>	<p>Jill Kolasa, Assistant Prinicipal</p>	<p>Ongoing</p>	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

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Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Ramia Vasquez	English 5-9, Reading End.	Reading	Pursuing ESOL Endorsement
Sonya Burns	Elementary K-6	Reading	Pursuing Reading Endorsement
Bradford Jenkins	Social Science 6-12, ESE, Reading End.	Reading	Pursuing ESOL Endorsement

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
84	3% (3)	19% (16)	43% (36)	38% (32)	45% (38)	37% (31)	8% (7)	2% (2)	18% (15)

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
Lisa Hallal			Lead Mentor
Tom Russell	Carmen Diaz, Luke Cramer	Veteran teacher, instructional strategy expert, Department Chair, Content area expertise	Lesson study, modeling, co-teaching, and co-planning, and conferencing
Kristine Brown	Jessica Reagan	Strong classroom management background and organization skills	Lesson study, modeling, co-teaching, and co-planning, and conferencing
Brad Merschbach	Pamela Hudak, Meredith Benvegna	Classroom management skills, collaborative structure expertise, AP trained	Lesson study, modeling, co-teaching, and co-planning, and conferencing

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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—Central High School will use its 2012-13 differentiated Title II site allocation to support ongoing research-based professional development programs involving Lesson Study, Effective Use of Formative Assessment Data to Differentiate & Drive Instruction, and PS/RtI. Select Central High School teachers will also participate in district-wide Title II-funded professional development programs involving Next Generation Content Area Reading Professional Development, Comprehension Instructional Sequence Model (CIS), and Charlotte Danielson’s Framework for Effective Teaching & Learning. All Title II-funded professional development programs at Central High School were planned to support the district’s strategic plan; 2012-13 District Improvement and Assistance Plan (DIAP) and School Improvement Plan (SIP) student performance goals and objectives.
Title III-- The ESOL program and services for English Language Learners (ELLs) will be coordinated and integrated through a Mainstream Inclusion Language Arts instructional model and/or Sheltered Inclusion Language Arts instructional model with comprehensible instruction being provided by the ESOL teacher and/or Developmental Language Arts Through ESOL teacher. All other core academic instructional services will be provided to ELLs by the content area teacher/ESOL teacher and supported by the ESOL paraprofessional. The monitoring of compliance for programs and services under the Consent Decree and state board rules for ELLs will be coordinated by the ESOL Lead teacher/ESOL contact according to the State and School Board approved District ELL Plan.
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs-- District Student Services Dept. staff and Central High School guidance counselors provide substance abuse prevention and intervention initiatives for our students and families. These initiatives and activities consist of substance abuse evaluations and assessments, brief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act petitions, and treatment referral services. Furthermore, prevention and intervention programs are in place to address bullying and harassment throughout the district. Central High School staff regularly participate in district professional development programs on violence and substance abuse prevention. The district’s Student Services Dept. initiated additional instructional programs for issues such as anger management, conflict resolution and sexual harassment that will be used in lieu of lengthy suspensions in order to minimize loss of instructional time at all Hernando County schools in 2012-13.

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Nutrition Programs-- As part of the district's Food & Nutrition Dept., Central High School cafeteria staff provide balanced, attractive, well-prepared meals with good variety; give good, courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. Central High School cafeteria staff provide free and/or reduced-price lunches for Central High School students who qualify to participate in the U.S. Dept. of Agriculture's National School Lunch Program.
Housing Programs
Head Start
Adult Education-- The District's Adult & Community Education Department provides opportunities for Hernando County residents to participate in classes in GED preparation (fee of \$30.00), Adult ESOL, co-enrolled classes, Adult Basic Education, and Family Literacy. Co-enrolled classes are located at all five high schools. Other adult education classes (HEART Literacy) are located at four community (non-school) sites. Services for Adults with Disabilities are contracted to ARC of the Nature Coast.
Career and Technical Education-- The Hernando County School District uses Carl D. Perkins annual entitlement funds to support (4) high school Career/Technical Education (CTE) Specialists; to purchase and print marketing materials to promote career academies, and other career and technical education programs, to traditional and non-traditional student populations; to provide professional development for Career/Technical Education (CTE) teachers; and to pay CTE students' testing and certification fees.
Job Training
Other

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team.</p> <p>Joe Clifford (Principal) Jill Kolasa (AP) Latressa Jones (AP) Francesca Howard (AP) Michelle Rop (School Psychologist) Sandra Hurst (school social worker) John Pennington (Intervention Specialist) Kristine Brown (Instructional Practices Coach/ Math Department Chair) Jen Merschbach (Assessment) Kathy Eppley (District Reading Coach)Tom Russell (Instructional Practices Coach/Reading and World Languages Department Chair) Mary Ann Scott (Science Department Chair) Lee-Anne Shoeman (English Department Chair/Writing Coach) Bethann Brooks (CTE Department Chair) Adam Maternowski (Social Studies Department Chair) Chad Willman (Biologic Science Instructor)</p>

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Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? **The MTSS Leadership team meets the last Thursday of every month in the morning. Each meeting revolves around a pre-planned agenda. The team's initial meeting identifies academic and behavioral at-risk students as well as students representing the lowest quartile. These students are monitored and discussed at each meeting. Discussions revolve around the problem-solving process where data-based decisions are made regarding progress monitoring for these students with appropriate interventions implemented. Meetings focus on analysis of data for the effectiveness of interventions for Tiered interventions. The Intervention Specialist will facilitate each meeting by beginning with a review of the previous meeting, discussion of the current topics, and plans and roles for the next meeting.**

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 MTSS Leadership Team are all part of the SIP committee which develops the current year's SIP goals for Attendance, Suspensions, Reading, Math, History and Science Achievements by using the previous year's data and setting goals for the current year. The team identifies academic and behavior areas of concern by identifying areas of success and areas in need of improvement. Together the team analyzes the data for patterns and trends to isolate current and potential barriers that added to the areas of concern and then identifying strategies to address barriers. The team uses the data as guidelines to set new SIP goals. The team continuously monitors the data for progress and uses the MTSS/RtI problem solving process to analyze the effectiveness and improve the overall success of the interventions.**

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.

TIER I:

Reading (FCAT, FAIR, FCIM, FCAT Explorer, SRI 180) Math (FCIM, ThinkLink, Success Tracker, Math XL, District Assessments)

Science xxxxxx Writing (District Writing Assessments)

Behavior (Office Disciplines Tracker, TERMS, Performance Matters)

TIER II: Reading (FCAT, FAIR, FCIM, FCAT Explorer, SRI 180) Math (FCIM, ThinkLink, Success Tracker, Math XL, District Assessments) Writing (District Writing Prompts) Science xxxxxx Behavior (Office Disciplines, TERMS, Performance Matters, CICO)

Describe the plan to train staff on MTSS.

The Intervention Specialist will facilitate a training during preschool to familiarize staff about MTSS. In addition, each staff member will receive a section of a staff handbook with MTSS information including the definition, process, procedures and all the necessary forms.

Describe plan to support MTSS.

The MTSS team will be supported through the participation of several administrative members serving as part of the team. Also, the staff will have an opportunity to serve as a member of the Positive Behavioral Support (PBS) program. And, the Intervention Specialist will continually share data with the staff via e-mail and meetings. Throughout the year, professional development opportunities will be available for all staff members on MTSS.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Kathy Eppley, Tom Russell, Lee-Anne Shoeman, Brad Jenkins, Sonya Burns, Gloria Soto, Ramia Vasquez, Kristine Brown & Anne Billica
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team meets monthly with a pre-planned agenda provided by Kathy Eppley.
What will be the major initiatives of the LLT this year? School-wide FCIM, a focus on summarizing and vocabulary acquisition, set-up activities for literacy week

Public School Choice

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

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

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

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

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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.

All teachers will attend monthly PD and PLC's focused on Gradual Release, CIS, and integration of applicable Common Core reading and writing standards. All content areas were given the initiative to create a department wide plan regarding the implementation of Common Core literacy standards into their lesson plan as often as possible so as to promote these strategies across the curriculum. All teachers must embed school wide FCIM topics into their lesson plans weekly with culminating assessments to occur through English and Reading classes. Frequent walk through and observations will be conducted to ensure that Gradual Release and the Comprehensive Instructional Sequence (CIS) strategies are implemented with consistency and fidelity.

****High Schools Only***

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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?

The CHS CTE department and Career Academies have led the way in building strong integration of course curriculum relevant to students' future lives and vocational application. By employing content area certified teachers with professional industry certification and experience, bridging opportunities have been extended through curricular academic programs within specific departments that prepare students for future industry certification in areas such as health science, computer program applications and programming , culinary arts, and commercial technology (graphic design).

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

Guidance and Career Development departments provide educational/vocational assistance for student graduation requirements and interest selection through FACTs.org, the ASVAB assessment, and daily student/teacher/counselor communication and discussion. Student interests and needs guide course selection, enhancing both personal interest and vocational preparation. Community business leaders and representatives are invited regularly to address students in both educational and technical/vocational programs thereby, creating meaningful connections to the educational process and courses taken.

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](#).

Data trends exhibit current strategies of postsecondary preparation have increased student success and college enrollment of CHS graduates. These strategies include: College Prep Courses offered during school, ACT and SAT Prep Courses, Advanced Placement Courses, and Dual Enrollment Courses. Each of these programs will continue, and should significantly increase in the number of participants, and increase postsecondary readiness for larger numbers of CHS students.

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						

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	to Increase Student Achieve ment						
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. Inconsistent implementation of subject-based reading of FCIM in the content area.	1a.1. Continuation of school-wide FCIM reading plan with fidelity.	1a.1. CHS Administrative Team Instructional Practices Coaches District Reading Coach	1a.1. Monthly assessments of mastery of reading benchmarks	1a.1. FAIR Data FCIM Mini-Assessments FCAT AYP Data FCAT Writing AYP Data Read 180 Data		
Reading Goal #1a: Total 9 th & 10 th grade CHS students tested achieving a level 3 will increase 4 percentage points.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	Grade 9 & 10 Level 3 = 29% (n=184)	Grade 9 & 10 Level 3 = 33% (n=210)					

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		1a.2. Anticipated student barriers to understanding include: foundational vocabulary, text comprehension, and appropriate cognitive complexity of instruction.	1a.2. Through the Comprehension Instructional Sequence (CIS) Model, incorporate literacy-based intervention strategies to address complexity of instruction in the content area.	1a.2. CHS Administrative Team Instructional Practices Coaches District Reading Coach	1a.2. Review Lesson Plans Walkthrough Evaluations Lesson Study PLCs Classroom Observations Danielson Framework Evaluation	1a.2. Baseline Data Lesson Plans Formative Assessments Read 180 Data PERT Assessment	
		1a.3. An anticipated student barrier to improved academic achievement involves the lack of motivation to perform well on formative assessments.	1a.3. Implement FL-PBS motivational strategies for CHS instructional staff.	1a.3. CHS Administrative Team Instructional Practices Coaches District Reading Coach	1a.3. Administration of formative and summative assessments	1a.3. Quarterly formative assessments	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1b.1. Due to students' varying exceptionalities, comprehension and retention of information is a consistent concern.	1b.1. Use Computer-assisted instruction (CAI)	1b.1. CHS Administrative Team ESE Department Head ESE Classroom Teachers	1b.1. "Unique" computer curriculum Curriculum-based assessments Curriculum Placement Test IEP goals/progress reports Classroom observation	1b.1. Continuous program-embedded assessments IEP progress reports Curriculum Placement Test Data		

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<u>Reading Goal #1b:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
Total 9 th and 10 th grade CHS students with significant cognitive disabilities achieving a level 4, 5, or 6 will increase by 3 percentage points	<u>Level of Performance:*</u>	<u>Level of Performance:*</u>					
	Grade 9 and 10 level 4, 5, 6 = 25% (n=6)	Grade 9 and 10 level 4, 5, 6 = 28% (n=7)					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</p>	<p>2a.1. Inconsistent implementation of subject-based reading of FCIM in the content area.</p>	<p>2a.1. Continuation of school-wide FCIM reading plan with fidelity</p>	<p>2a.1. CHS Administrative Team Instructional Practices Coaches District Reading Coach</p>	<p>2a.1. Monthly assessments of mastery of literacy benchmarks</p>	<p>2a.1. FAIR Data FCIM Mini-Assessments FCAT AYP Data FCAT Writing AYP Data</p>		
<p><u>Reading Goal #2a:</u> Total 9th & 10th grade CHS students tested achieving a level 4 or 5 will increase 4 percentage points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Grade 9 & 10 Level 4/5= 29% (n=187)</p>	<p>Grade 9 & 10 Level 4/5 = 33% (n=210)</p>					
		<p>2a.2. Anticipated student barriers to understanding include: foundational vocabulary, text comprehension, and appropriate cognitive complexity of instruction</p>	<p>2a.2. Through the Comprehensive Instructional Sequence (CIS) Model, incorporate literacy based intervention strategies to address complexity of instruction in the content area</p>	<p>2a.2. CHS Administrative Team Instructional Practices Coaches District Reading Coach</p>	<p>2a.2. Review Lesson Plans Walkthrough Evaluations Lesson Study PLCs Classroom Observations Danielson Framework Evaluation</p>	<p>2a.2. Baseline Data Lesson Plans PERT Assessment Formative Assessments Read 180 Data</p>	

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		2a.3 Lack of instruction, activities, and assessments that promote higher levels of cognitive complexity, as defined by Webb's Depth of Knowledge	2a.3 Provide ongoing professional development that incorporates the CIS model to focus on modeling improved instructional practice (e.g. modeling, guided practice, checks for understanding, and collaborative structures	2a.3 CHS Administrative Team Instructional Practices Coaches District Reading Coach	2a.3 Review Lesson Plans Walkthrough Evaluations Lesson Study PLCs Classroom observations	2a.3 Assessment Data	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1. Students have significant difficulties comprehending written communication.	2b.1. Individualize specific direct instruction in order to improve each student's level of performance.	2b.1. CHS Administrative Team ESE Department Head ESE Classroom Teachers	2b.1. Explicit direct instruction curriculum Curriculum-based assessments IEP goals/progress reports Classroom observations Curriculum Placement Test	2b.1. Alternate Assessment Data IEP progress report data Curriculum-based assessment data Curriculum Placement Test data		
Reading Goal #1b: Total 9 th and 10 th grade CHS students with significant cognitive disabilities achieving a level 7 or above will increase by 3 percentage points	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	Grade 9 and 10 level 7 or above = 46% (n=11)	Grade 9 and 10 level 4, 5, 6 = 49% (n=12)					

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		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. Inconsistent implementation of subject-based reading FCIM in the content area.	3a.1. Implementation of school-wide FCIM reading plan with fidelity.	3a.1. CHS Administrative Team Instructional Practices Coaches District Reading Coach	3a.1. Monthly assessments of mastery of literacy benchmarks	3a.1. FAIR Data FCIM Mini-Assessments FCAT AYP Data FCAT Writing AYP Data		

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Reading Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Total CHS students making gains on 2013 FCAT 2.0 will increase 4 percentage points							
	60%(n=373) of CHS students tested made learning gains	64% (n=400) of CHS students tested will make learning gains					
		3a.2. Anticipated student barriers to understanding include: foundational vocabulary, text comprehension, and appropriate cognitive complexity of instruction.	3a.2. Through the Comprehension Instructional Sequence (CIS) Model, incorporate literacy-based interventional strategies to address complexity of instruction in the content area.	3a.2. CHS Administrative Team Instructional Practices Coaches District Reading Coach	3a.2. Review Lesson Plans Walkthrough Evaluations Lesson Study PLCs Classroom Observations Danielson Framework Evaluation	3a.2. Baseline Data Lesson Plans PERT Assessment Formative Assessments Read 180 Data	
		3a.3. Lack of instruction, activities, and assessments that promote higher levels of cognitive complexity, as defined by Webb’s Depth of Knowledge.	3a.3. Provide ongoing professional development that incorporates the CIS model to focus on modeling improved instructional practice (e.g. modeling, guided practice, checks for understanding, and collaborative structures.	3a.3. CHS Administrative Team Instructional Practices Coaches District Reading Coach	3a.3. Review Lesson Plans Walkthrough Evaluations Lesson Study PLCs Classroom Observations Danielson Framework Evaluation	3a.3. Walkthrough Data Lesson Plans	

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<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	<p>3b.1. Students have significant difficulties comprehending written communication.</p>	<p>2b.1. Individualize specific direct instruction in order to improve each student's level of performance.</p>	<p>2b.1. CHS Administrative Team ESE Department Head ESE Classroom Teachers</p>	<p>2b.1. Explicit direct instruction curriculum Curriculum-based assessments IEP goals/progress reports Classroom observations Curriculum Placement Test</p>	<p>2b.1. Alternate Assessment Data IEP progress report data Curriculum-based assessment data Curriculum Placement Test data</p>		
<p>Reading Goal #3b: Total grade 9 and 10 CHS students with significant cognitive disabilities making gains will increase 3 percentage points</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>46% (n=11) students tested made learning gains</p>	<p>49% (n=12) students tested will make learning gains</p>					
		<p>3b.2.</p>	<p>3b.2.</p>	<p>3b.2.</p>	<p>3b.2.</p>	<p>3b.2.</p>	
		<p>3b.3.</p>	<p>3b.3.</p>	<p>3b.3.</p>	<p>3b.3.</p>	<p>3b.3.</p>	

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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		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4a.1. Inconsistent implementation of subject-based reading FCIM in the content area	4a.1. Continuation of school-wide FCIM reading plan with fidelity	4a.1. CHS Administrative Team Instructional Practices Coaches District Reading Coach	4a.1. Monthly assessments of mastery of literacy benchmarks	4a.1. FAIR Data FCIM Mini-Assessments FCAT AYP Data FCAT Writing AYP Data		
Reading Goal #4a: Total CHS lowest 25 th percentile students tested making gains on FCAT 2.0 will increase by 4 percentage points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	59% (n= 94) of all CHS lowest 25 th percentile students tested made learning gains.	63% (n=100) of all CHS lowest 25 th percentile students tested will make learning gains.					

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		4a.2. Anticipated student barriers to understanding include: foundational vocabulary, text comprehension, and appropriate cognitive complexity of instruction	4a.2. Incorporate literacy-based intervention strategies to address complexity of instruction in the content area through the Comprehension Instructional Sequence (CIS) Model	4a.2. CHS Administrative Team Instructional Practices Coaches District Reading Coach	4a.2. Review Lesson Plans Walkthrough Evaluations Lesson Study PLCs Classroom Observations Danielson Framework Evaluation	4a.2. Baseline Data Lesson Plans PERT Assessment Formative Assessments Read 180 Data	
		4a.3. An anticipated student barrier to improved academic achievement involves the lack of student motivation to perform well on FAIR assessments.	4a.3. Implement FL-PBS motivational strategies for instructional staff.	4a.3. CHS Administrative Team Instructional Practices Coaches District Reading Coach	4a.3. Administration of FAIR formative assessments	4a.3. FAIR Assessment	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1. Students have significant difficulties comprehending written communication.	4b.1. Explicit direct instruction curriculum Curriculum-based assessments IEP goals/progress reports Classroom observations Curriculum Placement Test	4b.1. CHS Administrative Team ESE Department Head ESE Classroom Teachers	4b.1. Explicit direct instruction curriculum Curriculum-based assessments IEP goals/progress reports Classroom observations Curriculum Placement Test	4b.1. Alternate Assessment Data IEP progress report data Curriculum-based assessment data Curriculum Placement Test data		

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Reading Goal #4b: Total lowest 25% grade 9 and 10 CHS students with significant cognitive disabilities making gains will increase 3 percentage points	<u>2012 Current</u> Level of Performance:*	<u>2013 Expected</u> Level of Performance:*					
	Grade 9 and 10 33% (n=2)	Grade 9 and 10 = 36%					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years schools will reduce their achievement gap by 50%.	Baseline data 2010-2011 2010-2011 SWD students scoring a level 3 or higher is 23%	26%	33%	40%	47%	54%	61%

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<p><u>Reading Goal</u> <u>#5A:</u> Student in the SWD subgroup not making gains in reading will decrease from 77% to 39% by 2017. A decrease of 8% year over year.</p>							
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. The lack of participation in supplemental and remedial programs.</p>	<p>5B.1. Assign teacher mentors Facilitate a dialogue between assigned mentors, classroom teachers, and assigned students Conduct student data chats Provide additional support from Intervention Specialist and team Continued implementation of FL-PBS motivational strategies for instructional staff and students</p>	<p>5B.1. Instructional Staff Intervention Specialist and Team</p>	<p>5B.1. Quarterly grade and attendance monitoring</p>	<p>5B.1. Attendance Data</p>		

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<u>Reading Goal</u> <u>#5B:</u>	<u>2012 Current</u> <u>Level of</u>	<u>2013 Expected</u> <u>Level of</u>					
Student subgroups not making satisfactory progress in Reading will decrease by 6 percentage points.	Performance:*	Performance:*					
	White: 38% (n=172) Black: n/a Hispanic: 48% (n=51) Asian: n/a American Indian: n/a	White: 32% (n=145) Black: n/a Hispanic: 42% (n=45) Asian: n/a American Indian: n/a					
		5B.2. An anticipated student barrier to improved academic achievement involves motivation to perform well on FAIR assessments as well as the relevance of the assessments.	5B.2. Continued implementation of FL-PBS motivational strategies for instructional staff and students	5B.2. CHS Administrative Team Instructional Practices Coaches RtI Intervention Specialist	5B.2. Review/Analyze FAIR results PBS Data	5B.2. FAIR Assessment	
		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 reading.	5C.1. ESOL strategies are not used consistently.	5C.1. Embed ESOL strategies into lesson plans.	5C.1. ESOL Teacher ESOL Paraprofessional Classroom Teachers	5C.1. Teacher Observation (verbal and written communication) Progress Monitoring Quarterly Administration of FAIR Assessment Evaluation of learning gains in consecutive assessments	5C.1. CELLA Testing FAIR Results Student Grades Curriculum and Standards Based Assessments		
<u>Reading Goal #5C:</u> ELL students not making satisfactory progress in Reading will decrease by 9 percentage points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Grade 9 and 10 92%(n=13)	Grade 9 and 10 83 %(n=12)					

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		5C.2. ELLs need targeted instructional support for specific building blocks in reading, including vocabulary development, fluency, reading comprehension cognitive complexity, understanding of test item format, and English language proficiency.	5C.2. ESOL teachers, Developmental Language Arts through ESOL teachers, and ESOL paraprofessionals will provide support to ELLs on particular areas of deficiencies in Reading.	5C.2. ESOL Teacher ESOL Paraprofessional Classroom Teachers	5C.2. Teacher Observation (verbal and written communication) Progress Monitoring Quarterly Administration of FAIR Assessment Evaluation of learning gains in consecutive assessments	5C.2. CELLA Testing FAIR Results Student Grades Curriculum and Standards Based Assessments	
		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		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Due to disabilities, frustration exhibited as a result of inability to obtain necessary skills.</p>	<p>5D.1. Utilize research-based supplemental instructional materials with fidelity to meet the individual needs of students.</p>	<p>5D.1. Classroom teachers ESE teachers</p>	<p>5D.1. Conduct Data Chats Review Progress Reports Review Yearly Goal Evaluation FAIR Administration</p>	<p>5D.1. FAIR Results Attendance Data Progress Monitoring Quarterly Curriculum and Standards Based Assessments Contact and Communication Logs Reading Program Data</p>		
<p><u>Reading Goal #5D:</u> Students with disabilities (SWD) not making satisfactory progress in Reading will decrease 3 percentage points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>68% (n=52)</p>	<p>65% (n=49)</p>					
		<p>5D.2. Differentiated instruction is not consistently provided in core classrooms.</p>	<p>5D.2. Use research-based strategies to increase comprehension such as reciprocal teaching, QAR, CRISS, and CIS.</p>	<p>5D.2. Classroom teachers ESE teachers</p>	<p>5D.2. Conduct Data Chats Review Progress Reports Review Yearly Goal Evaluation FAIR Administration</p>	<p>5D.2. FAIR Results Attendance Data Progress Monitoring Quarterly Curriculum and Standards Based Assessments Contact and Communication Logs Reading Program Data</p>	

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		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Lack of participation in supplemental and remedial programs due to lack of transportation and parental support	5E.1. Provide opportunity to attend supplemental and remedial programs by offering transportation	5E.1. Compass Lab Manager Guidance Counselors	5E.1. Monitoring of student attendance logs and compass log-in data Conduct Data Chats Review of Individual Student Graduation Check List	5E.1. Compass Progress Reports Percentage of Grade Change Forms Completed Upward trend in academic performance/GPA		

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<u>Reading Goal</u> <u>#5E:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Economically Disadvantaged students not making satisfactory progress in reading will decrease by 4 percentage points.							
	52% (n=168)	48% (n=156)					

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		5E.2. A n a n t i c i p a t e d s t u d e n t b o a r d r i v e r i o n a l i m p r o v e d a c a d e m i c s	5 D . 3 5 D . 3 5 D . 3 C H S A d m i n i s t r a t i v e F a c i l i t i e s T e a c h e r s A s s e s s m e n t C o a c h e s	5E.2. Implement FL-PBS motivational strategies for instructional staff and students	5E.2. CHS Administrative Team Academic Coaches Instructional Practices Coaches	5E.2. Administration of FAIR Assessment	5E.2. FAIR Assessments Results
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		i c a c h i e v e m e n t i n v o l v e s m o t i v a t i o n t o p e r f o r m w e l l	t r i n i t y P r a c t i c e s C o a c h e s				
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		o n F A I R a s s e s s m e n t s					
		5E.3	5E.3	5E.3	5E.3	5E.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

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Lesson Study PLCs	9-12	Instructional Practices Coaches	Reading teachers	Quarterly	Classroom observations	Administration, Instructional Practices Coaches
Comprehension Instructional Sequence (CIS) Review	9-12	Instructional Practices Coaches	All CHS Faculty	Term 1	Classroom observations Walkthrough evaluations	Administration, Instructional Practices Coaches
Department Specific Rubric Training	9-12	Instructional Practices Coaches	All CHS Faculty	Semester 1	Sample Rubric Classroom observations Walkthrough evaluations	Administration, Instructional Practices Coaches
Scholastic Achievement Manager	9	Reading Instructional Practices Coach	Reading Teachers	Monthly	Read 180 Data Data Chats with Teachers and Instructional Practices Coach	Reading Instructional Practices Coach
FAIR	9-12	Instructional Practices Coaches	English and Reading Teachers	Quarterly	Monitor FAIR Data Data Chats with Reading Instructional Practices Coach	Reading Instructional Practices Coach
FCIM	9-12	Instructional Practices Coaches	All CHS Faculty	Monthly	Assess through 9 th and 10 th grade English classes and Intensive Reading FCAT Retake classes	Reading Instructional Practices Coach

Reading 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
High Order thinking	Reading Engagement workbooks	1003(g)	4,000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			

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

End of Reading Goals

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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<p>1. Students scoring proficient in Listening/ Speaking.</p>	<p>1.1. Multiple listening and speaking opportunities are not provided for ELLs during mainstream English/ Language Arts classes, core classes, and supplemental extended day/ year programs to support accurate measures in gains.</p>	<p>1.1. Additional one on one reading opportunities and practice including multiple speaking and listening opportunities will be provided during English Language Arts classes, Intensive Reading classes, and/or supplemental extended day/year programs.</p>	<p>1.1. ESOL Teacher English Teachers Intensive Reading Teachers</p>	<p>1.1. Classroom observations Rosetta Stone Data</p>	<p>1.1. CELLA Assessment</p>	
<p><u>CELLA Goal #1:</u> By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA listening and speaking assessment will increase from 80% in the 2011-12 school year to 83%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>80% (37) Goal 2013 – 83%</p>					
		<p>1.2. A prescriptive approach, derived from CELLA data, targeting students areas of deficiencies related to listening and speaking is needed in supplemental extended day/year programs.</p>	<p>1.2. Computerized instruction provided by the ESOL Paraprofessional or Developmental Language Arts Through ESOL teacher using Rosetta Stone English Level 1,2,3 and ancillary resources will be used to reinforce the mastery of concepts and skills for areas of deficiencies in listening and speaking.</p>	<p>1.2. ESOL Teacher</p>	<p>1.2. Classroom observations Rosetta Stone Data</p>	<p>1.2. CELLA Assessment</p>
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

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Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1. Additional training for mainstream English/Language Arts and core content classroom teachers in best practices, targeted instruction, and effective strategies in reading for ELLs is needed.	2.1. Professional development will be provided by ESOL Lead teachers to mainstream classroom teachers focusing on best practices, targeted instruction, and effective strategies in reading to support ELLs in deficient areas while still maintaining support in other assessed areas.	2.1. ESOL Teacher	2.1. PD sign-in sheets Classroom observations FAIR test data	2.1. CELLA Assessment	
<p><u>CELLA Goal #2:</u></p> <p>By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA reading assessment will increase from 24% in the 2011-12 school year to 27% using safe harbor statistics although 63% is the district objective.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	24% (n=11) Goal 2013 - 27%					

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		2.2. A prescriptive approach, derived from CELLA data, targeting students areas of deficiencies related to reading is needed in supplemental extended day/year programs.	2.2. Supplemental Extended day/year programs that are prescriptive toward ELLs areas of deficiencies, including reading, and emphasize developing ELL's English proficiencies	2.2. ESOL teacher	2.2. Pearson Longman Keystone series Classroom observations FAIR test data	2.2. CELLA Assessment
		2.3	2.3	2.3	2.3	2.3
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. A prescriptive approach, based on CELLA data, targeting students areas of deficiencies related to writing is needed in supplemental extended day/year programs.	2.1. Supplemental extended day/year programs that are prescriptive toward ELLs areas of deficiencies, including writing, and emphasize developing ELL's English proficiencies	2.1. ESOL Teacher	2.1. Pearson Longman Keystone series Classroom observations DWAP scores	2.1. CELLA Assessment	

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<p><u>CELLA Goal #3:</u> By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA writing assessment will increase from 49% in the 2011-12 school year to 52% using safe harbor statistics although 65% is the district objective.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	49% (n=23)					
		2.2. Additional training for mainstream English/Language Arts and core content classroom teachers in best practices, targeted instruction, and effective strategies in writing for ELLs is needed.	2.2. Professional development will be provided by ESOL Lead teachers to mainstream classroom teachers focusing on best practices, targeted instruction, and effective strategies to support ELLs in deficient areas while still maintaining support in other assessed areas.	2.2. ESOL Teacher	2.2. PD Sign-in sheet Classroom observations DWAP scores	2.2. CELLA Assessment
		2.3	2.3	2.3	2.3	2.3

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
Core Curriculum	Pearson Longman ELT, Longman Keystone (Levels d-f)	district	
Subtotal:			
Technology			

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Strategy	Description of Resources	Funding Source	Amount
Rosetta Stone	English levels 1,2,3 and Rosetta Stone English levels 1-5 (online annual fixed licenses) and/or Orchard Software	District Title iii Budget, Part A	11,950.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Rosetta Stone onsite	for ESOL Lead teachers/contacts and ESOL Paraprofessionals representing all sites	District Title iii Budget	2,100.00
Training in best practices for ESOL teachers and ESOL		District Title iii Budget	2,700.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

Elementary School Mathematics Goals

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	Problem-Solving Process to Increase Student					

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	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.	I.1. Students are not familiar with basic vocabulary and operations, and many still are not fluent in number sense.	Ib.1. Use Computer-assisted instruction (CAI)	Ib.1. CHS Administrative Team ESE Department Head ESE Classroom Teachers	Ib.1. "Unique" computer curriculum Curriculum-based assessments Curriculum Placement Test IEP goals/progress reports Classroom observation	Ib.1. Continuous program-embedded assessments IEP progress reports Curriculum Placement Test Data		
Mathematics Goal #1: Total 9 th and 10 th grade CHS students with significant cognitive disabilities scoring a level 4, 5, or 6 will increase by 3 percentage points	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Grade 9 and 10= 50% (n=12)	Grade 9 and 10 =53% (n=13)					

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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	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. Students are not familiar with basic vocabulary and operations, and many still are not fluent in number sense.	2b.1. Individualize specific direct instruction in order to improve each student's level of performance.	2b.1. CHS Administrative Team ESE Department Head ESE Classroom Teachers	2b.1. Explicit direct instruction curriculum Curriculum-based assessments IEP goals/progress reports Classroom observations Curriculum Placement Test	2b.1. Alternate Assessment Data IEP progress report data Curriculum-based assessment data Curriculum Placement Test data		
Mathematics Goal #2: Total 9 th and 10 th grade CHS students with significant cognitive disabilities scoring a level 7 or above will increase by 3 percentage points	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	Grade 9 and 10 =13% (n=3)	Grade 9 and 10 = 16% (n=4)					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
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		
3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	I.1. Students are not familiar with basic vocabulary and operations, and many still are not fluent in number sense.	Ib.1.Use Computer-assisted instruction (CAI)	Ib.1. CHS Administrative Team ESE Department Head ESE Classroom Teachers	Ib.1. "Unique" computer curriculum Curriculum-based assessments Curriculum Placement Test IEP goals/progress reports Classroom observation	Ib.1. Continuous program-embedded assessments IEP progress reports Curriculum Placement Test Data		

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<p><u>Mathematics Goal #3:</u> Total grade 9 and 10 CHS students with significant cognitive disabilities making gains will increase 3 percentage points</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Grade 9 and 10 = 39% (n=9)</p>	<p>Grade 9 and 10 = 42% (n=10)</p>					
		<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	
		<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		