Florida Department of Education

School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Willis Peters ESC	District Name: Hillsborough
Principal: Marie Caracciola	Superintendent: Mary Ellen Elia
SAC Chair: Rebecca Nance	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	Marie Caracciola	MA in Educational Leadership BS in Early Childhood Education Elementary Education Certification ESOL	6	12	11-12: C 10-11: C 67% AYP 09-10: B 100% AYP 08-09: B 69% AYP 07-08: C 72% AYP
Assistant Principal	Peggy Ferro	BS in Mentally Handicapped – K - 12 MA in Educational Leadership/All Levels ESOL Endorsement	31	12	11-12: No Grade 10-11: C 67% AYP 09-10: B 100% AYP 08-09: B 69% AYP 07-08: C 72% AYP

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
0	

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
21	4.8% [1]	23.8% [5]	28.6% [6]	42.8% [9]	38.1% [8]	100% [21]	14.3% [3]	0	62% [13]

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

Beth Wilt	Salyssa Locke	Ms. Wilt 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.
Beth Wilt	Steven Staggs	Ms. Wilt 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.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure that students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resources teachers, and mentors.
Title I, Part C- Migrant The Migrant Advocate provides services and support to students and parents. The Advocate works with teachers and other programs to ensure that the migrant students ' needs are being met.
Title I, Part D The district receives funds to support the Alternative Education Program that provides transition services from alternative education to the school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training.
Title III Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant students and English Language Learners.
Title X- Homeless The district receives fund to provide resources such as social work and tutoring for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide Summer School, Reading Coaches, and Extended Learning Programs.,
Violence Prevention Programs Bullying is addressed school-wide via administration, guidance, and classroom instruction.

Nutrition Programs Breakfast is free for all students.
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title 1 regulations.
Job Training Job training support is specific to each school site, in which funds can be utilized, in a specific program within Title 1 regulations.
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Site administrator, ESE specialist, Psychologist, Social worker, ESE Teachers and Therapists

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 purpose of the MTSS Leadership Team in our school is to ensure high quality instruction/intervention matched to individual student needs to make data-based decisions to guide instruction. The MTSS Leadership Team reviews school-wide and individual student data to address the progress of students and determine the needs of all students. The major goal is for all students to make learning gains and improve other long-term outcomes (behavior, attendance, independent functioning, communication, social and emotional skills, etc.). All decisions are guided by the review and analysis of student data, including IEPs.

The MTSS Leadership Team is considered the main leadership team in our school. The MTSS Leadership Team will meet and use the problem solving process to:

- Based on student data, recommend, coordinate and implement supplemental services that match students' non-mastery of skills through:
    Additional time provided to master specific skills
    Create, manage and update school resources
- 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:
    Implementation and support of PLCs
    Use of Monthly and Quarterly reviews
    Use of *Access Point Assessments* 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 curriculum instruction and progress monitoring.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP).
- The Chair of SAC is a member of the MTSS Leadership Team.
- 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.

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
Monthly Curriculum Assessments (ULS)*	On-line Student GPS	ESE Teachers and ESE Specialist
Teacher Created Assessments	Student Folder	ESE Teachers
District Approved Assessments (Brigance, Oregon Project, Significant Cognitive Disability Math and Reading Assessments)	Student Folder	ESE Teachers

*Monthly Curriculum Assessments cover a "chunk" of instruction within the District adopted curriculum (ULS). 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.
● Determine which students need Differentiated Instruction within the classroom.

Describe the plan to train staff on MTSS.

Weekly PLC meetings to address curriculum and student progress.
Monthly Team (Elementary, Middle, High, Transition) meetings to discuss individual student progress and develop new strategies for curriculum implementation.

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.

Describe plan to support MTSS.

Administration will schedule common time for teams to meet and plan.
Provide curriculum training to teachers and paraprofessionals.
Develop a calendar for monthly curriculum units.
Develop a calendar for weekly and monthly meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Principal
ESE Specialists
Team (Elementary, Middle, and High School) representatives

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT is a subset of the MTSS 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. 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?

● 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)

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.

N/A

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.

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 collaborating on strategies and techniques to implement lessons and assessments, as well as the on-going collection of student data. Monthly

Unit Assessments are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

*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.
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 N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1.2.	1.2.	1.2.	1.2.		
		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: N/A	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	
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.	
N/A	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.		
N/A	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.	
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 Reading will increase from 29% to 36%.						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5 A.1. Need for training in new curriculums and test taking strategies	5 A.1. Teachers and paraprofessionals will participate in professional development opportunities to learn strategies to effectively implement curriculums and familiarize students with test taking strategies	5 A.1. Site Administrator and ESE Specialist	5 A.1. Quarterly progress monitoring based on monthly curriculum assessments.	5 A.1. Quarterly reviews with Site Administrator and/ or ESE Specialist to discuss implementing new curriculums and student progress	
The percentage of White students scoring proficient/ satisfactory on the 2013 FAA Reading will increase from 38% to 44%. The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FAA Reading will increase from 22% to 30%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	White: 38% Hispanic:22%	White- 44% Hispanic:30%				

| | | 5 A.2. | 5 A.2. | 5 A.2. | 5 A.2. | 5 A.2. | |
| | | Keeping Data collection on IEP Goals and Objectives with fidelity | Teachers will be familiar with each students' IEP goals and objectives

Progress on goals and objectives will be reviewed quarterly

Teams will coordinate to establish effective data collection procedures | ESE teachers, ESE Specialist, and Site Administrator | At PLC meetings, teachers will review collected data quarterly | Quarterly reviews with Site Administrator and/or ESE Specialist to discuss data/student progress | |
| | | 5 A.3.

A wide range of student ability levels in each classroom due to significant intellectual disabilities, limited social and communication skills, and health concerns. | 5 A.3.

Instructional teams will plan together to provide differentiated instruction through the use of individualized or small group instruction | 5 A.3.

ESE teachers, ESE Specialist, and Site Administrator | 5 A.3.

Instructional team meetings to reflect on the effectiveness of strategies to drive future instruction | 5 A.3.

Progress on IEP goals/objectives and monthly curriculum assessments | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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.** | 5 B.1.

Need for training in new curriculums and test taking strategies | 5 B.1.

Teachers and paraprofessionals will participate in professional development opportunities to learn strategies to effectively implement curriculums and familiarize students with test taking strategies | 5 B.1.

Site Administrator and ESE Specialist | 5 B.1.

Quarterly progress monitoring based on monthly curriculum assessments. | 5 B.1.

Quarterly reviews with Site Administrator and/ or ESE Specialist to discuss implementing new curriculums and student progress | | |

The percentage of Economically Disadvantaged students scoring proficient/ satisfactory on the 2013 FAA Reading will increase from 32% to 39%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	32%	**39%**				
		5 B.2. Keeping Data collection on IEP Goals and Objectives with fidelity	5 B.2. Teachers will be familiar with each students' IEP goals and objectives Progress on goals and objectives will be reviewed quarterly Teams will coordinate to establish effective data collection procedures	5 B.2. ESE teachers, ESE Specialist, and Site Administrator	5 B.2. At PLC meetings, teachers will review collected data quarterly	5 B.2. Quarterly reviews with Site Administrator and/or ESE Specialist to discuss data/student progress
		5 B.3. A wide range of student ability levels in each classroom due to significant intellectual disabilities, limited social and communication skills, and health concerns.	5 B.3. Instructional teams will plan together to provide differentiated instruction through the use of individualized or small group instruction	5 B.3. ESE teachers, ESE Specialist, and Site Administrator	5 B.3. Instructional team meetings to reflect on the effectiveness of strategies to drive future instruction	5 B.3. Progress on IEP goals/objectives and monthly curriculum assessments
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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.	5 C.1. Need for training in new curriculums and test taking strategies	5 C.1. Teachers and paraprofessionals will participate in professional development opportunities to learn strategies to effectively implement curriculums and familiarize students with test taking strategies	5 C.1. Site Administrator and ESE Specialist	5 C.1. Quarterly progress monitoring based on monthly curriculum assessments.	5 C.1. Quarterly reviews with Site Administrator and/ or ESE Specialist to discuss implementing new curriculums and student progress		
Reading Goal #5C: The percentage of English Language Learner students scoring proficient/ satisfactory on the 2013 FAA Reading will increase from 27% to 34%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	27%	**34%**					
		5 C.2. Keeping Data collection on IEP Goals and Objectives with fidelity	5 C.2. Teachers will be familiar with each students' IEP goals and objectives Progress on goals and objectives will be reviewed quarterly Teams will coordinate to establish effective data collection procedures	5 C.2. ESE teachers, ESE Specialist, and Site Administrator	5 C.2. At PLC meetings, teachers will review collected data quarterly	5 C.2. Quarterly reviews with Site Administrator and/or ESE Specialist to discuss data/student progress	

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

		5 C.3. A wide range of student ability levels in each classroom due to significant intellectual disabilities, limited social and communication skills, and health concerns.	5 C.3. Instructional teams will plan together to provide differentiated instruction through the use of individualized or small group instruction	5 C.3. ESE teachers, ESE Specialist, and Site Administrator	5 C.3. Instructional team meetings to reflect on the effectiveness of strategies to drive future instruction	5 C.3. Progress on IEP goals/objectives and monthly curriculum assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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.	5 D.1. Need for training in new curriculums and test taking strategies	5 D.1. Teachers and paraprofessionals will participate in professional development opportunities to learn strategies to effectively implement curriculums and familiarize students with test taking strategies	5 D.1. Site Administrator and ESE Specialist	5 D.1. Quarterly progress monitoring based on monthly curriculum assessments.	5 D.1. Quarterly reviews with Site Administrator and/ or ESE Specialist to discuss implementing new curriculums and student progress		
Reading Goal #5D: The percentage of SWD scoring proficient/ satisfactory on the 2013 FAA Reading will increase from 29% to 36%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	29%	**36%**					

		5 D.2. Keeping Data collection on IEP Goals and Objectives with fidelity	5 D.2. Teachers will be familiar with each students' IEP goals and objectives Progress on goals and objectives will be reviewed quarterly Teams will coordinate to establish effective data collection procedures	5 D.2. ESE teachers, ESE Specialist, and Site Administrator	5 D.2. At PLC meetings, teachers will review collected data quarterly	5 D.2. Quarterly reviews with Site Administrator and/or ESE Specialist to discuss data/student progress	
		5 D.3. A wide range of student ability levels in each classroom due to significant intellectual disabilities, limited social and communication skills, and health concerns.	5 D.3. Instructional teams will plan together to provide differentiated instruction through the use of individualized or small group instruction	5 D.3. ESE teachers, ESE Specialist, and Site Administrator	5 D.3. Instructional team meetings to reflect on the effectiveness of strategies to drive future instruction	5 D.3. Progress on IEP goals/objectives and monthly curriculum assessments	

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
Analyzing Student Data	All Grade Levels	ESE Specialist and Site Administrator	All ESE Teachers	On-Going	Site Administrator and/or ESE Specialist will conduct quarterly progress reviews	Principal
Curriculum Trainings (Unique Learning Systems)	All Grade Levels	ESE Specialist and ESE Teachers	All ESE Teachers	On-Going	Classroom walk-throughs and optional peer/ teacher observation	Administration Team

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: N/A	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: N/A	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	
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: N/A	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: N/A	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.	
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 12% to 21%.						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**	5A.1. Need for training in new curriculums and test taking strategies	5A.1. Teachers and paraprofessionals will participate in professional development opportunities to learn strategies to effectively implement curriculums and familiarize students with test taking strategies	5A.1. Site Administrator and ESE Specialist	5A.1. Quarterly progress monitoring based on monthly curriculum assessments.	5A.1. Quarterly reviews with Site Administrator and/ or ESE Specialist to discuss implementing new curriculums and student progress	
The percentage of White students scoring proficient/ satisfactory on the 2013 FAA Math will increase from 21% to 29%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	White:21% Black:N/A Hispanic:N/A Asian:N/A American Indian:N/A	White: 29% Black:N/A Hispanic:N/A Asian:N/A American Indian:N/A				

		5 A.2.	5 A.2.	5 A.2.	5 A.2.	5 A.2.	
		Keeping Data collection on IEP Goals and Objectives with fidelity	Teachers will be familiar with each students' IEP goals and objectives Progress on goals and objectives will be reviewed quarterly Teams will coordinate to establish effective data collection procedures	ESE teachers, ESE Specialist, and Site Administrator	At PLC meetings, teachers will review collected data quarterly	Quarterly reviews with Site Administrator and/or ESE Specialist to discuss data/student progress	
		5 A.3. A wide range of student ability levels in each classroom due to significant intellectual disabilities, limited social and communication skills, and health concerns.	5 A.3. Instructional teams will plan together to provide differentiated instruction through the use of individualized or small group instruction	5 A.3. ESE teachers, ESE Specialist, and Site Administrator	5 A.3. Instructional team meetings to reflect on the effectiveness of strategies to drive future instruction	5 A.3. Progress on IEP goals/objectives and monthly curriculum assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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.	5 B.1. Need for training in new curriculums and test taking strategies	5 B.1. Teachers and paraprofessionals will participate in professional development opportunities to learn strategies to effectively implement curriculums and familiarize students with test taking strategies	5 B.1. Site Administrator and ESE Specialist	5 B.1. Quarterly progress monitoring based on monthly curriculum assessments.	5 B.1. Quarterly reviews with Site Administrator and/ or ESE Specialist to discuss implementing new curriculums and student progress		

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of Economically Disadvantaged students scoring proficient/ satisfactory on the 2013 FAA Math will increase from 14% to 23%.						
	14%	**23%**				
		5 B.2. Keeping Data collection on IEP Goals and Objectives with fidelity	5 B.2. Teachers will be familiar with each students' IEP goals and objectives Progress on goals and objectives will be reviewed quarterly Teams will coordinate to establish effective data collection procedures	5 B.2. ESE teachers, ESE Specialist, and Site Administrator	5 B.2. At PLC meetings, teachers will review collected data quarterly	5 B.2. Quarterly reviews with Site Administrator and/or ESE Specialist to discuss data/student progress
		5 B.3. A wide range of student ability levels in each classroom due to significant intellectual disabilities, limited social and communication skills, and health concerns.	5 B.3. Instructional teams will plan together to provide differentiated instruction through the use of individualized or small group instruction	5 B.3. ESE teachers, ESE Specialist, and Site Administrator	5 B.3. Instructional team meetings to reflect on the effectiveness of strategies to drive future instruction	5 B.3. Progress on IEP goals/objectives and monthly curriculum assessments
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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**	

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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

5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5 D.1. Need for training in new curriculums and test taking strategies	5 D.1. Teachers and paraprofessionals will participate in professional development opportunities to learn strategies to effectively implement curriculums and familiarize students with test taking strategies	5 D.1. Site Administrator and ESE Specialist	5 D.1. Quarterly progress monitoring based on monthly curriculum assessments.	5 D.1. Quarterly reviews with Site Administrator and/ or ESE Specialist to discuss implementing new curriculums and student progress		
Mathematics Goal #5D: The percentage of SWD scoring proficient/ satisfactory on the 2013 FAA Math will increase from 12% to 21%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	12%	**21%**					
		5 D.2. Keeping Data collection on IEP Goals and Objectives with fidelity	5 D.2. Teachers will be familiar with each students' IEP goals and objectives Progress on goals and objectives will be reviewed quarterly Teams will coordinate to establish effective data collection procedures	5 D.2. ESE teachers, ESE Specialist, and Site Administrator	5 D.2. At PLC meetings, teachers will review collected data quarterly	5 D.2. Quarterly reviews with Site Administrator and/or ESE Specialist to discuss data/student progress	

		5 D.3. A wide range of student ability levels in each classroom due to significant intellectual disabilities, limited social and communication skills, and health concerns.	5 D.3. Instructional teams will plan together to provide differentiated instruction through the use of individualized or small group instruction	5 D.3. ESE teachers, ESE Specialist, and Site Administrator	5 D.3. Instructional team meetings to reflect on the effectiveness of strategies to drive future instruction	5 D.3. Progress on IEP goals/objectives and monthly curriculum assessments	

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: N/A	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**		
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.	2.1.	2.1.	2.1.	2.1.	2.1.		

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

Algebra Goal #2: N/A	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	

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
Analyzing Student Data	All Grade Levels	ESE Specialist and Site Administrator	All ESE Teachers	On-Going	Site Administrator and/or ESE Specialist will conduct quarterly progress reviews	Principal
Curriculum Trainings	All Grade Levels	ESE Specialist and ESE Teachers	All ESE Teachers	On-Going	Classroom walk-throughs and optional peer/ teacher observation	Administration Team

End of Mathematics Goals

<u>**Elementary and Middle School Science Goals**</u>

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: N/A	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: N/A	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional						

Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyzing Data	All Grades	ESE Specialist and Site Administrator	School-wide	On-Going	Site Administrator and/or ESE Specialist will conduct quarterly progress reviews	Principal
New Science Curriculum Trainings	All Grade Levels	ESE Specilist and ESE Teachers	School-wide	On-Going	Classroom walk-throughs and optional peer/ teacher observation	Administration Team

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: N/A	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
Analyzing Student Data	All Grade Levels	ESE Specialist and Site Administrator	All ESE Teachers	On- Going	Site Administrator and/or ESE Specialist will conduct quarterly progress reviews	Principal
Curriculum Trainings (Unique Learning Systems, MeVille to WeVille, Handwriting without Tears)	All Grade Levels	ESE Specialist and ESE Teachers	All ESE Teachers	On-Going	Classroom walk-throughs and optional peer/ teacher observation	Administration Team

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**	

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

1. Attendance	1.1. Many of our students have significant medical needs and frequent illnesses, requiring doctors' appointments. Some students require specialized equipment (wheelchairs, feeding pumps, braces, walkers, etc.) which may need adjustments or repairs resulting in student absences. Students require specialized transportation and delays or absences sometimes occur when changes are made (new enrollment, address changes, medical needs, etc.).	1.1. Attendance referrals will be monitored by the Social Worker and Site Administrator. School staff works closely with families and agencies to ensure timely repairs, adjustments, and/or replacements. School works closely with transportation/ families to provide prompt transitions. Positive reinforcement programs (Class of the Month) will be implemented Good attendance reminders will be posted on the school webpage.	1.1. Site Administrator, Social Worker, Data Processor, and ESE Teachers.	1.1. Weekly attendance checks IEP team meetings Parent phone calls	1.1. Monthly district attendance reports		

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
Attendance rate will increase from 89.5% to 90.5%.						
The number of students with 10 or more absences will decrease from 78 to 68.						
The number of students with 10 or more tardies will decrease from 14 to 12.						
	89.5%	**90.5%**				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	78	**68**				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	14	**12**				

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
Promoting a healthy environment	All Grades	School Nurse	School-wide	On-going	Teachers will model and monitor effective hand-washing techniques and use universal precautions	Site Administrator, Health Services, and Social Worker

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: N/A	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning					

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

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	

1. **Dropout Prevention** Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	1.1.	1.1.	1.1.	1.1.	1.1.		
N/A	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**		
1. Parent Involvement Parent Involvement Goal #1:	1.1.	1.1. .	1.1.	1.1.	1.1.		
See Parent Involvement Policy/Plan	2012 Current level of Parent Involvement:*						

		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
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 Parent Involvement Goal #2:	2.1.	1.1.	2.1.	2.1.	2.1.	
See Parent Involvement Policy/Plan	2012 Current level of Parent Involvement:*					
		1.2.	2.1	2.1.	2.1.	2.1.
		1.3.	2.1.	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**					
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. Health and Fitness Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Health and Fitness Goal #1: N/A	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.						

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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.		
	Many of our students have significant medical needs and/or behavioral concerns, and require specialized equipment (wheelchairs, feeding pumps, braces, walkers, etc.) which may make it difficult for parents/caregivers to obtain child care in order to attend informational meetings.	Incentives and Child Care will be provided to encourage parent participation during informational meetings.	ESE teachers, ESE Specialist, Site Administrator	Parent/Caregiver attendance sheets will be kept from informational meetings to track participation.	Quarterly reviews of informational meeting attendance and requests for additional information		
The percentage of parents who strongly agree with the indicators under Parenting on the School Climate and Perception Survey for Parents will increase from 51.3 to 55%.							
	51.3%	**55%**					
		1.2. A diverse population makes it difficult to ensure appropriate information gets to all parents/caregivers.	1.2. Weekly Newsletters (English/Spanish) and Website Updates will be available to ensure parents are aware of upcoming events.	1.2 ESE teachers, ESE Specialist, Site Administrator	1.2. Website View Counter and Phone calls will be available to ensure information is received.	1.2. Reviews of parent responses on the School Climate and Perception Survey	

		1.3. A wide range of student ability levels in each classroom due to significant intellectual disabilities, limited social and communication skills, and health concerns.	1.3. Instructional teams will plan together to provide meaningful strategies and techniques to use within the home/community setting.	1.3. ESE teachers, ESE Specialist, Site Administrator, Parents/ Caregivers	1.3. Conference Nights, IEP meetings, and Home-School journals will be used to reflect on the effectiveness of strategies and techniques within a variety of settings.	1.3. Progress on IEP goals/objectives	

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
Home-School Communication	All Grade Levels	ESE Specialist, School Social Worker, School Psychologist, Site Administrator	All ESE Teachers	On- Going	Annual IEP Meetings, Quarterly Conference Nights, and/or Home-School journals will be utilized to collaborate with parents/ caregivers	ESE Teachers, ESE Specialist, School Social Worker, School Psychologist, Site Administrator
Home and Community Strategies and Techniques	All Grade Levels	ESE Specialist, School Social Worker, School Psychologist, Site Administrator	All ESE Teachers	On- Going	Informational Sessions, Annual IEP Meetings, Quarterly Conference Nights, and/or Home-School journals will be utilized to collaborate with parents/caregivers	ESE Teachers, ESE Specialist, School Social Worker, School Psychologist, Site Administrator

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. Need for training in new curriculums and test taking strategies	A.1. Teachers and paraprofessionals will participate in professional development opportunities to learn strategies to effectively implement curriculums and familiarize students with test taking strategies	A.1. Site Administrator and ESE Specialist	A.1. Quarterly progress monitoring based on monthly curriculum assessments	A.1. Quarterly grades Unit assessments		
Reading Goal A: The Percentage of students scoring level 4 or higher on the 2013 FAA Reading will maintain or increase from 29% to 31%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	29%	**31%**					

		A.2. Keeping Data collection on IEP Goals and Objectives with fidelity	A.2. Teachers will be familiar with each students' IEP goals and objectives Progress on goals and objectives will be reviewed quarterly Teams will coordinate to establish effective data collection procedures	A.2. ESE teachers, ESE Specialist, and Site Administrator	A.2. At PLC meetings, teachers will review collected data quarterly	A.2. Quarterly reviews with Site Administrator and/or ESE Specialist to discuss data/student progress	
		A.3. A wide range of student ability levels in each classroom due to significant intellectual disabilities, limited social and communication skills, and health concerns.	A.3. Instructional teams will plan together to provide differentiated instruction through the use of individualized or small group instruction	A.3. ESE teachers, ESE Specialist, and Site Administrator	A.3. Instructional team meetings to reflect on the effectiveness of strategies to drive future instruction	A.3. Progress on IEP goals/objectives and monthly curriculum assessments	
B. Florida Alternate Assessment: **Percentage of students making Learning Gains in reading.**	B.1. Need for training in new curriculums and test taking strategies	B.1. Teachers and paraprofessionals will participate in professional development opportunities to learn strategies to effectively implement curriculums and familiarize students with test taking strategies	B.1. Site Administrator and ESE Specialist	B.1. Quarterly progress monitoring based on monthly curriculum assessments.	B.1. Quarterly reviews with Site Administrator and/or ESE Specialist to discuss implementing new curriculums and student progress		

Reading Goal B: The percentage of students making learning gains on the 2013 FAA Reading will maintain or increase from 58% to 60%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	58%	**60%**				
		B.2. Keeping Data collection on IEP Goals and Objectives with fidelity	B.2. Teachers will be familiar with each students' IEP goals and objectives Progress on goals and objectives will be reviewed quarterly Teams will coordinate to establish effective data collection procedures	B.2. ESE teachers, ESE Specialist, and Site Administrator	B.2. At PLC meetings, teachers will review collected data quarterly	B.2. Quarterly reviews with Site Administrator and/or ESE Specialist to discuss data/student progress
		B.3. A wide range of student ability levels in each classroom due to significant intellectual disabilities, limited social and communication skills, and health concerns.	B.3. Instructional teams will plan together to provide differentiated instruction through the use of individualized or small group instruction	B.3. ESE teachers, ESE Specialist, and Site Administrator	B.3. Instructional team meetings to reflect on the effectiveness of strategies to drive future instruction	B.3. Progress on IEP goals/objectives and monthly curriculum assessments

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

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

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: N/A	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: N/A	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
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: N/A	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. Need for training in new curriculums and test taking strategies	F.1. Teachers and paraprofessionals will participate in professional development opportunities to learn strategies to effectively implement curriculums and familiarize students with test taking strategies	F.1. Site Administrator and ESE Specialist	F.1. Quarterly progress monitoring based on monthly curriculum assessments.	F.1. Quarterly reviews with Site Administrator and/or ESE Specialist to discuss implementing new curriculums and student progress	
Mathematics Goal F: The percentage of students scoring level 4 or higher on the 2013 FAA Mathematics will maintain or increase from 12% to 14%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	12%	**14%**				
		F.2. Keeping Data collection on IEP Goals and Objectives with fidelity	F.2. Teachers will be familiar with each students' IEP goals and objectives Progress on goals and objectives will be reviewed quarterly Teams will coordinate to establish effective data collection procedures	F.2. ESE teachers, ESE Specialist, and Site Administrator	F.2. At PLC meetings, teachers will review collected data quarterly	F.2. Quarterly reviews with Site Administrator and/or ESE Specialist to discuss data/student progress

		F.3. A wide range of student ability levels in each classroom due to significant intellectual disabilities, limited social and communication skills, and health concerns.	F.3. Instructional teams will plan together to provide differentiated instruction through the use of individualized or small group instruction	F.3. ESE teachers, ESE Specialist, and Site Administrator	F.3. Instructional team meetings to reflect on the effectiveness of strategies to drive future instruction	F.3. Progress on IEP goals/objectives and monthly curriculum assessments	
G. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**	G.1. Need for training in new curriculums and test taking strategies	G.1. Teachers and paraprofessionals will participate in professional development opportunities to learn strategies to effectively implement curriculums and familiarize students with test taking strategies	G.1. Site Administrator and ESE Specialist	G.1. Quarterly progress monitoring based on monthly curriculum assessments.	G.1. Quarterly reviews with Site Administrator and/or ESE Specialist to discuss implementing new curriculums and student progress		
Mathematics Goal G: The percentage of students making learning gains in FAA mathematics will maintain or increase from 50% to 52%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50%	**52%**					

		G.2.	G.2.	G.2.	G.2.	G.2.	
		Keeping Data collection on IEP Goals and Objectives with fidelity	Teachers will be familiar with each students' IEP goals and objectives Progress on goals and objectives will be reviewed quarterly Teams will coordinate to establish effective data collection procedures	ESE teachers, ESE Specialist, and Site Administrator	At PLC meetings, teachers will review collected data quarterly	Quarterly reviews with Site Administrator and/or ESE Specialist to discuss data/student progress	
		G.3. A wide range of student ability levels in each classroom due to significant intellectual disabilities, limited social and communication skills, and health concerns.	G.3. Instructional teams will plan together to provide differentiated instruction through the use of individualized or small group instruction	G.3. ESE teachers, ESE Specialist, and Site Administrator	G.3. Instructional team meetings to reflect on the effectiveness of strategies to drive future instruction	G.3. Progress on IEP goals/objectives and monthly curriculum assessments	

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: N/A	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**		
I. **Students scoring in the upper third on Geometry.**	2.1.	2.1.	2.1.	2.1.	2.1.		

Geometry Goal I: N/A	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	

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 for training in new curriculums and test taking strategies	J.1. Teachers and paraprofessionals will participate in professional development opportunities to learn strategies to effectively implement curriculums and familiarize students with test taking strategies	J.1. Site Administrator and ESE Specialist	J.1. Quarterly progress monitoring based on monthly curriculum assessments.	J.1. Quarterly reviews with Site Administrator and/or ESE Specialist to discuss implementing new curriculums and student progress		
Science Goal J: The percentage of students scoring a level 4 or above on the 2013 FAA Science will maintain or increase by 2%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	14.6%	**16.6%**					
		J.2. Keeping Data collection on IEP Goals and Objectives with fidelity	J.2. Teachers will be familiar with each students' IEP goals and objectives Progress on goals and objectives will be reviewed quarterly Teams will coordinate to establish effective data collection procedures	J.2. ESE teachers, ESE Specialist, and Site Administrator	J.2. At PLC meetings, teachers will review collected data quarterly	J.2. Quarterly reviews with Site Administrator and/or ESE Specialist to discuss data/student progress	

		J.3.	J.3.	J.3.	J.3.	J.3.	
		A wide range of student ability levels in each classroom due to significant intellectual disabilities, limited social and communication skills, and health concerns.	Instructional teams will plan together to provide differentiated instruction through the use of individualized or small group instruction	ESE teachers, ESE Specialist, and Site Administrator	Instructional team meetings to reflect on the effectiveness of strategies to drive future instruction	Progress on IEP goals/objectives and monthly curriculum assessments	

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyzing Data	All Grades	ESE Specialist and Site Administrator	School-wide	On-Going	Site Administrator and/or ESE Specialist will conduct quarterly progress reviews	Principal
New Science Curriculum Trainings	All Grade Levels	ESE Specialist and ESE Teachers	School-wide	On-Going	Classroom walk-throughs and optional peer/ teacher observation	Administration Team

NEW Biology End-of-Course (EOC) Goals

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

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

NEW Writing Florida Alternate Assessment Goal

Writing	Problem-Solving Process to Increase					

Goals	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. Need for training in new curriculums and test taking strategies	M.1. Teachers and paraprofessionals will participate in professional development opportunities to learn strategies to effectively implement curriculums and familiarize students with test taking strategies	M.1. Site Administrator and ESE Specialist	M.1. Quarterly progress monitoring based on monthly curriculum assessments.	M.1. Quarterly reviews with Site Administrator and/or ESE Specialist to discuss implementing new curriculums and student progress		
Writing Goal M: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 2%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	12.5%	**14.5%**					

| | | M.2. Keeping Data collection on IEP Goals and Objectives with fidelity | M.2. Teachers will be familiar with each students' IEP goals and objectives

Progress on goals and objectives will be reviewed quarterly

Teams will coordinate to establish effective data collection procedures | M.2. ESE teachers, ESE Specialist, and Site Administrator | M.2 At PLC meetings, teachers will review collected data quarterly | M.2. Quarterly reviews with Site Administrator and/or ESE Specialist to discuss data/student progress | |
| | | M.3. A wide range of student ability levels in each classroom due to significant intellectual disabilities, limited social and communication skills, and health concerns. | M.3. Instructional teams will plan together to provide differentiated instruction through the use of individualized or small group instruction | M.3. ESE teachers, ESE Specialist, and Site Administrator | M.3. Instructional team meetings to reflect on the effectiveness of strategies to drive future instruction | M.3. Progress on IEP goals/objectives and monthly curriculum assessments | |

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
Analyzing Student Data	All Grade Levels	ESE Specialist and Site Administrator	All ESE Teachers	On- Going	Site Administrator and/or ESE Specialist will conduct quarterly progress reviews	Principal
Curriculum Trainings (Unique Learning Systems, MeVille to WeVille, Handwriting without Tears)	All Grade Levels	ESE Specialist and ESE Teachers	All ESE Teachers	On-Going	Classroom walk-throughs and optional peer/ teacher observation	Administration Team

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**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**
The number of classes participating in the county-wide ESE Science fair will increase by 50%.	1.1. A wide range of student ability levels in each classroom due to significant intellectual disabilities, limited social and communication skills, and health concerns.	1.1. Science Teachers will plan together to develop appropriate long-term science experiments using differentiated instruction.	1.1. ESE teachers, ESE Specialist, and Site Administrator	1.1. Instructional team meetings to reflect on the progress of on-going science experiments.	1.1. Participation in the county-wide ESE Science Fair

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
Appropriate Science Fair projects for SWDs	All Grade Levels	ESE Science Teachers	ESE Science Teachers and Paraprofessionals	On-Going	Review of Science project data	ESE Science Teachers

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**
CTE Goal #1: The number of students enrolled in transition classes (job preparation classes) will increase by 5%.	1.1. Availability of space and qualified teachers to accommodate the unique needs of ESE students.	1.1. Rearrange teachers and staff to create and additional transition unit.	1.1. ESE Administrator and ESE Specialist will build master schedule to accommodate student growth.	1.1. ESE Administration and ESE Specialist will meet with transition teachers to review effectiveness of job preparation skills.	1.1. The number of students participating in the transition program.

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
Job preparation/transition	Transition Classes	Transition Teachers	Transition Teachers and paraprofessionals	On-Going	Site Administrator and/or ESE Specialist will conduct quarterly progress reviews	Administration Team

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance Grade not yet available – No Status
Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
▢Priority	▢Focus	▢Prevent

- ● *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
Attendance 1.1 Positive reinforcement programs (Class of the Month) will be utilized.	Supplies (including food) to support positive reinforcement programs, such as Willis Peters' Class of the Month, to promote student attendance and participation. Clarifying details: vendors would include Target, SAMs, and Publix.	$150.00	

Continuous Improvement Goal 1.1 Incentives and Child Care will be provided to encourage parent participation during informational meetings.	Supplies (including food) will be purchased to encourage parent participation during information meetings Clarifying details: vendors would include Target, SAMs, and Publix.	$150.00	
Final Amount Spent	$300.00		