

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: FLORIDA SIATECH AT GAINESVILLE	District Name: Alachua
Principal: Victoria Collins	Superintendent: W. Daniel Boyd, Jr.
SAC Chair: Alena Lawson	Date of School Board Approval: Pending

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Victoria Collins	Master's in Educational Leadership; Bachelor's in Special Education; Certified in	2	2	2012 School Grade-Points only designation AYP-N/A

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		Mathematics Certified in Specific Learning Disabilities			<p>High Standards Rdg-N/A High Standards Math-N/A Lrng Gains Rdg-N/A Lrng Gains Math-N/A Gains-Rdg-25%-N/A Gains-Math-25%-N/A</p> <p>2011</p> <p>School Grade-Points only designation AYP-N/A High Standards Rdg-N/A High Standards Math-N/A Lrng Gains Rdg-N/A Lrng Gains Math-N/A Gains-Rdg-25%-N/A Gains-Math-25%-N/A</p>
Assistant Principal					

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Instructional Coaches

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

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

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Network with local school district	Principal	On going
2. Placement of advertisements in newspapers and online websites-Ongoing	SIATech HR department	As needed
3. Develop high quality, qualified personnel from within utilizing professional development, Professional Learning Communities and on-the job experience	Principal	On going
4. Meet or exceed the district pay scale for teachers -Ongoing	SIATech HR department	On going

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only). *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
25% (1)	Staff is working towards completing endorsement requirements. She is accommodated by reduced after school responsibilities.

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
4	0%(0)	25% (1)	50% (2)	25% (1)	25% (1)	75% (3)	0% (0)	0% (0)	0% (0)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Christal Blue	Cynthia Yanez	Ms. Blue is the administrative designee and is well prepared to orient this new	SIATech corporate facilitates a structured mentor program that

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		staff member to school policies and procedures. Ms. Blue also holds a masters degree in Administration and Supervision.	includes specific activities designed to nurture new employees and grow a supportive and well informed staff.
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Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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*Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)*School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The district contact for SIATech's RtI Leadership Team is the Director for the Secondary Charter School Operations Office of Alachua County Public Schools.

The school contact for SIATech's RtI Leadership Team is the school principal, Victoria Collins.

The RtI is an extension of the school's Leadership Team and is comprised of the following individuals:

Principal: Communicate the purpose of the team and lead the team to ensure implementation of the RtI problem solving process through the use of data for decision-making; arrange for professional development for RtI support; handle communications regarding RtI meetings and activities, facilitate meeting of the RTI Leadership Team.

ESE Teacher: Provides feedback regarding special education instructional objectives and strategies and data related to student achievement

Social Science Teacher: Provide feedback regarding instructional strategies used across the curriculum to enhance reading performance and related student achievement data

Mathematics Teacher: Provides feedback regarding preparation for end-of-year exams to include identified preparation strategies, scheduling of preparation activities and interim student performance data related on Algebra EOC skills

Testing Specialist: Contributes expertise in data analysis and presentation by providing trend data useful in decision making. Informs team of trends in student performance on sub-group areas of the TABE, STAR, FAIR, FCAT and ACT.

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?

SIATech's Leadership team meets quarterly to discuss major initiatives, best practices, and challenges and to develop strategies for the following school site issues:

- Utilizing data to inform instruction
- Planning interventions with students who are less proficient; average and/or exceeding expectations for their own learning
- Identifying obstacles to student progress towards high school graduation and related interventions
- Providing appropriate professional development opportunities for staff members
- Developing strategies to improve attendance and reduce the dropout rate

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Based on data discussions, the Leadership Team makes suggestions regarding instructional strategies and professional development activities needed to implement the SIP strategies and achieve stated objectives. The team also discusses staff morale and retention of highly qualified staff; progress monitoring of projected graduates and remediation and interventions for less proficient students.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team meets with the school's Governing Board of Directors and the administrative team to help develop the School Improvement Plan (SIP). Utilizing lessons learned through staff feedback on the end-of-year review utilizing 2011-2012 Guiding Questions the team determines which strategies were effective and are to be retained and which strategies need modification or deletion on the upcoming plan. When new strategies are warranted, they are noted at meetings of the RtI throughout the year and included in the subsequent SIP. The team considers student performance data on reading, writing, mathematics, science, parental involvement, and graduation in determining appropriate strategies and activities. The RtI Leadership Team also administers student and parent surveys and meets with student focus groups for the purpose of eliciting feedback regarding how the school can improve the academic program and instruction.

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.

SIATech Charter High School uses the Progress Monitoring and Reporting Network (PMRN); FAIR assessments, the Florida Comprehensive Assessment Test (FCAT); the Test of Adult Basic Education (TABE); and the school's "in-house" assessment (STAR on-line) for baseline and growth measures of reading, writing and mathematics following a schedule of assessment outlined in the Common Assessment Plan.

TABE assessments are administered to all students in reading and mathematics every 90 days. Automated analysis includes a break-down of performance on cluster skills.

Describe the plan to train staff on MTSS.

Professional development will be provided at RtI meetings and during common planning time. In addition, the instructional staff members attend a minimum of one Round Table session annually, which are professional workshops, hosted by SIATech's Learning Support Team (LST). The LST also provides professional development on-site throughout the year. RtI team members will also participate in the district sponsored RtI professional development.

Describe the plan to support MTSS.

Support will be provided throughout the school year by SIATech's Learning Support Team (LST) and SIATech principal. Monthly meetings will be held in order to ascertain any issues or concerns.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Victoria Collins - Principal
Christal Blue - Social Studies Teacher
Cynthia Yanez - English/ESE Teacher

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

The LLT will meet quarterly at the beginning of each grading period. Student performance data will be reviewed prior to the meetings and the meeting agenda will include identification of focus calendar modifications and to assess the effectiveness of the delivery system that quarter. The team will meet on-campus monthly and following each state assessment to monitor the implementation of planned initiatives.

What will be the major initiatives of the LLT this year?

The major initiative of the LLT is to create capacity of reading knowledge within the school building and focus on areas of literacy across the school and specifically to:

- Monitor school-wide reading programs across all subject areas
- Ensure that a wide range of reading materials representing diverse cultures, genres, ability levels and interests are available
- Provide a forum and direction for school-level sharing of best practices regarding vocabulary development / word learning strategies and instruction of

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assessed reading benchmarks

This will be accomplished through the implementation of Professional Learning Communities (PLC). Sustained Silent Reading will be delivered in all subject area classrooms, driven by the student interest and teacher discussions. A full range of reading assessments will guide instruction and measure student progress; student performance data will be analyzed and discussed by the LLT on a monthly basis to monitor student progress and growth and to determine what modifications to the focus calendar are warranted. The Principal will conduct classroom observations, monitor the PMRM, and facilitate Data Chats at LLT and staff meetings. The Comprehensive Reading Plan will be distributed and discussed at staff meeting to insure that required classroom activities and assessments are implemented with integrity. All classrooms will have the SRA Reading program for utilization.

Public School Choice

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

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

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

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

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

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

Each classroom will incorporate Sustained Silent Reading (SSR) into their daily classroom schedule, where a reading focus question is given based on assessed benchmarks as well as test taking strategies. Additionally, throughout the school year, students in all English, science and social studies classrooms are instructed in reading skills utilizing a research-based school wide reading program. Teachers are provided with a wide range of subject area reading material for the student guided practice of the assessed reading skills. Modeling is provided in weekly Professional Learning Community. Modeling activities include but are not limited to instruction of assessed benchmark skills; teaching the full scope of reading benchmarks; developing higher-level cognitive and critical reading skills; strategies to enhance vocabulary; instruction for providing rational answers to questions following text across the curriculum and discriminating answer choices and discarding extraneous details. Administrators will monitor the implementation of instruction on a daily basis through observation of classroom lessons and after-school test practice. Lesson plans will be reviewed regularly and informal and formal teacher observations will be conducted. Student attendance and participation in instructional activities will be recorded and work products maintained on file.

****High Schools Only***

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

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

SIATech Charter High School implements the Con Tech curriculum which was especially designed to help students see the connection between school and the world of work. The school vision is Real Learning for Real Life. Consequently, the English curriculum includes the development of career essays, resume writing and creation of a business plan. In social studies classes, students take positions on political matters and world events. They learn to prepare income tax forms and other civic responsibilities. In the creative technology/senior projects class students learn workplace software including Photoshop, Illustrator, Adobe, Flash, Power Point, Word and Excel in order to be well prepared for future employment.

Florida SIATech at Gainesville is located on the campus of Job Corps where all students participate in job training. Students assemble weekly to participate in Career Management (Applied Academics) classes and Guided Group Interaction (GGI) where they study Career Success Standards which include Workplace Relationships and Ethics, Communications, Personal Growth and Development, Interpersonal Skills, Information Management, Multicultural Awareness, Career and Personal Planning and Independent Living. Guests are invited to discuss their careers with the students, and interactive games and activities are implemented in an effort to help students see the relationship between what they are studying in the classroom and the jobs that they will have in the near future.

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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 are scheduled on a highly individualized basis according to their demonstrated academic abilities and their choice of career training. Students are administered the TABE and the STAR Reading and Math assessments upon admission. In addition to previous FCAT scores, these results are used to determine remedial reading and/or mathematics classes are indicated in addition to core academic requirement. Students participate in a vocational trial, in which they spend time in several career training classes before they select their first, second and third career training choices. Based on student preference, availability of space, and academic requirements of some trades, students are scheduled for career training classes.

A well-rounded academic and career training program is offered in conjunction with mentoring, counseling, and social activities in an effort to make the curriculum personally meaningful to each student. A meeting is held on a bi-monthly basis to ensure students update the Personal Career Development Plan (PCDP).

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](#).

Enhanced instruction of the Common Core Standards in all classrooms as well as in after-school tutorials will be implemented to increase the number of students scoring 3 or higher on the Grade 10 FCAT retakes and the FCAT 2.0.

Counseling of students, examination of student records, student focus groups, and after-school tutoring will be maintained to continue to increase the percent of students who take the ACT or CPT and to increase the number of students who score at or above college-level cut scores.

All of the students enter this school after having dropped out of the traditional high school. Low GPA and skills often make students ineligible for entrance to the state university system directly from high school. Enhanced counseling and assistance will be offered to students to increase the number who attend community colleges with the expectation that many will transfer from there to the university.

Students are assisted with transitions to technical educational opportunities. Continued and enhanced efforts to expose students to the technical educational opportunities will be implemented in an effort to further increase the number of students transitioning into these programs.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Students with limited formal education prior to enrollment, require extensive instruction to develop foundational skills required to master curriculum. Students lack skills in Literary Analysis, Informational Texts and Research Process as evidence on the FCAT 2.0	1A.1. Implement the ConTech individualized, technology-assisted English curriculum with all students. Supplement curriculum with individual and small group remedial instruction utilizing direct instruction, journal writing, read alouds/reciprocal reading activities, SRA Reading program, motivational speakers and FDOE curriculum resources. Language Arts teachers will actively participate in regularly scheduled meetings of a Professional Learning Community to develop and monitor the use of instructional focus calendars and to develop learning strategies and activities to help students	1A.1. Principal	1A.1. Students will be tested to determine mastery level of curriculum objectives. Student work products will be assessed and used to provide students with feedback for improved performance. Attend and review PLC minutes and monitor implementation of instructional focus calendar in all academic areas on a weekly basis.	1A.1. C onTech End-of-Module exams TABE Reading Exam (every 90 days) STAR Reading Exams given at intervals prescribed in the Common Assessment System Final Student Presentations Reading FCAT
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The results of the 2012 FCAT Reading Test indicate that XX% of students achieved Level 3 proficiency.	XX% (XX)	XX% (XX)					

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Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by XX percentage points to XX%.					meet enhanced standards including common core.		
			1A.2. Students are often deficient in the pre-requisite skills required for enhanced performance on assessment of benchmark skills.	1A.2. Deliver daily reciprocal reading activities in all subject area classrooms using Scholastic, subject appropriate magazine articles and related activities. Intensive small group instruction utilizing a variety of activities will be scheduled for "bubble students" four weeks prior to Reading FCAT.	1A.2. Principal	1A.2. Observation of instruction; monitoring of student assessments/modifications to focus calendar as warranted by student performance data. Weekly observation of FCAT small groups and examination of student work product	1A.2. Teacher made quizzes and assignments Weekly AMSCO workbook assessments Reading FCAT
			1A. 3. Students need to practice skills outside of school hours in a structured setting.	1A.3. Encourage student participation in after school program..	1A.3. Principal's designee	1A.3. Administrative observation	1A.3. Activity sign-in records
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Students lack background experience which negatively impacts their vocabulary acquisition	2A.1. Involve students in enrichment and vocabulary building activities to include monthly book club meetings, peer tutoring, and scheduled sustained silent reading with related reciprocal reading activities	2A.1. Principal	2A.1. Administrator will co-sponsor and serve as discussion leader in monthly book club meeting	2A.1. Observe level of literary analysis in book club meetings and new vocabulary acquisition Reading FCAT
Reading Goal #2A: The results of the 2012 FCAT Reading Test indicate that XX% of students achieved at or above Level 4 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 or above student proficiency by XX percentage points to XX%.	2012 Current Level of Performance:* XX% (XX)	2013 Expected Level of Performance:* XX% (XX)	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: N/A	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Students in dropout recovery programs have been out of school for long periods of time affecting students' reading application skills and frequently lack motivation	3A.1. A widely announced incentive program will reward students who make a 25% or more DSS gain on the Reading FCAT Weekly award program for participation in FCAT prep classes	3A.1. Principal	3A.1. Administrative monitoring of student awards	3A.1. Activity Sign-in records Reading FCAT
Reading Goal #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The results of the 2012 FCAT Reading Test indicate that XX% of students made Learning Gains in Reading.	XX% (XX)	XX% (XX)					
Our goal for the 2012-2013 school year is to increase the percentage of students making Learning Gains proficiency by XX percentage points to XX%.			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p> <p>The results of the 2012 FCAT Reading Test indicate that XX% of students in the lowest 25% made learning gains in reading.</p> <p>Our goal for the 2012-2013 school year is to increase the percent of students in lowest 25% making learning gains in reading by XX percentage points to XX%.</p>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4A.1. Students lack foundational skills	4A.1. Enroll students in ConTech computer assisted Foundational English skills curriculum to enhance pre-requisite language arts skills required to master FCAT benchmarks resulting in poor performance on Vocabulary and Reading Application content areas	4A.1. Principal Increase SRA reading lab time to raise basic phonemic skills, fluency, vocabulary and comprehension levels	4A.1. Weekly administrative monitoring of program through classroom observations	4A.1. Unit and chapter quizzes (Contech curriculum) Assessment of student work product (classroom assignments) Probing Q&A sessions Reading FCAT
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
Reading Goal #5A: <i>Enter narrative for the goal in this box.</i>								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1. Students will participate in one of two research-based reading programs - SRA or USA Today	5B.1. Principal	5B.1. Monthly administrative monitoring of program	5B.1. Weekly classroom observations Monthly review of USA Today/SRA student work folders Reading FCAT	
Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Students who score below mastery level in all Reading FCAT content area lack experiences with books and consequently have a limited vocabulary					
<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:								
<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:								
The results of the 2012 FCAT Reading Test indicate that XX% of xxx students are not making satisfactory progress in reading.								
Our goal for the 2012-2013 school year is to decrease xxx students that are not making satisfactory progress in reading by XX percentage points to XX%.			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Lack of fluency and vocabulary in the English language prevents satisfactory reading progress as evidenced in all FCAT Reading content areas	5C.1. Identified ELL students will work in the Rosetta Stone English language program for a portion of their Developmental Language Arts period	5C.1. Principal	5C.1. Monthly administrative monitoring of program	5C.1. Built-in Rosetta Stone program assessments Reading FCAT
Reading Goal #5C: The results of the 2012 FCAT Reading Test indicate that XX% of ELL students are not making satisfactory progress in reading. Our goal for the 2012-2013 school year is to decrease ELL students that are not making satisfactory progress in reading by XX percentage points to XX%.	2012 Current Level of Performance:* XX% (XX)	2013 Expected Level of Performance:* XX% (XX)	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. SWD students performed poorly in Vocabulary and Reading Applications content areas	5D.1. SWD frequently need adjustments to the strategies and time allotments. SPED teacher will consult with classroom teachers to insure compliance with Individual Educational	5D.1. Principal	5D.1. Monthly administrative monitoring of program	5D.1. Unit and chapter quizzes (Contech curriculum) Assessment of student work product (classroom assignments)
Reading Goal #5D: The results of the 2012 FCAT Reading Test indicate that XX% of SWD	2012 Current Level of Performance:* XX% (XX)	2013 Expected Level of Performance:* XX% (XX)					

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<p>students are not making satisfactory progress in reading.</p> <p>Our goal for the 2012-2013 school year is to decrease SWD students that are not making satisfactory progress in reading by XX percentage points to XX%.</p>					Plans, monitor student progress, and monitor “Queries” to track student progress in each class and to provide individual assistance as indicated		
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: The results of the 2012 FCAT Reading Test indicate that XX% of Economically Disadvantaged students are not making satisfactory progress in reading. Our goal for the 2012-2013 school year is to decrease Economically Disadvantaged students that are not making satisfactory progress in reading by XX percentage points to XX%.	2012 Current Level of Performance: * XX% (XX)	2013 Expected Level of Performance: * XX% (XX)	5E.1. Students lack vocabulary and background knowledge needed to make satisfactory progress in reading	5E.1. Participation in research-based reading program (SRA or USA Today)	5E.1. Principal	5E.1. Weekly administrative monitoring of program through classroom observations and review of student work folders	5E.1. Assessment of student work product (classroom assignments) Classroom observations
			5E.2. Students lack experiences with books and magazines which lead to the students having a limited exposure to literary analysis	5E.2. Provide classroom libraries and magazine subscriptions to expand exposure to fiction and nonfiction material	5E.2. Principal	5E.2. Weekly administrative monitoring of program through classroom observations and review of student work folders	5E.2. Classroom observations Reading FCAT
			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 Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Development of	Language Arts	SIATech	English teacher and English	November 27-28, 2012	Participants will share relevant	Principal

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proficiency in the instruction of the NGSSS and Common Core Standards	Grades 9-12	Language Arts Round Table Session	Classroom assistant		information with colleagues in PLC meetings.	
Modeling of instructional strategies and action steps for reading content clusters Using student performance data to drive instruction Instructional Strategies for teaching reading content clusters	All subjects Grades 9-12	Faculty team leaders	All instructional staff members (PLC members) and administrators	Throughout school year	Sharing at PLC and staff meetings	Principal

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Reading Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount
Students will participate in one of two research-based reading programs - SRA or USA Today.	USA Today newspaper subscription SRA Reading Material	SIATech Academic Program Budget	\$5000.00
Intensive small group instruction utilizing a variety of activities will be scheduled for "bubble students" four weeks prior to Reading FCAT administration	AMSCO FCAT workbooks	SIATech Academic Program Budget	\$1000.00

Subtotal: \$6000.00

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Language Arts teachers will actively participate in regularly scheduled meetings of a Professional Learning Community to develop and monitor the use of instructional focus calendars and to develop learning strategies and activities to help students meet enhanced standards including Common Core.	Travel and Mileage Reimbursement and Substitute Cost	SIATech Academic Program Budget	\$1000.00

Subtotal: \$1000.00

Other

Strategy	Description of Resources	Funding Source	Amount
Involve students in enrichment activities to include monthly book	Sets of selected paperback books	SIATech Academic Program Budget	\$1000.00

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club meetings, peer tutoring and scheduled sustained silent reading with related reciprocal reading activities			
Provide classroom libraries and magazine subscriptions to expand exposure to fiction and nonfiction material	Subject area magazine subscriptions	SIATech Academic Program Budget	\$2000.00
			Subtotal: \$2000.00
			Total: \$9000.00

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Due to lack of proficiency within the English language, students have a low confidence level.	1.1. Teachers will create and aid students to engage in targeted verbal lessons.	1.1. Testing Specialist	1.1. Administrative monitoring of program	1.1. CELLA
CELLA Goal #1:	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>	They are uncomfortable presenting and participating in a classroom setting.				
The results of the 2012 CELLA indicate that XX% (X) student scored proficient in Listening/Speaking.	XX% (XX).					
Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficient in Listening/Speaking by XX percentage points to XX%.		1.2. Lacking adequate vocabulary.	1.2. Incorporate the Rosetta Stone program into the curriculum in order to address vocabulary, speaking, and listening skills.	1.2. Testing Specialist	1.2. Teacher will incorporate a variety of assessments as outlined in the ESOL Strategies Matrix. Activities such as class-debate, role playing, and discussion will help to monitor progress of language skills	1.2. CELLA
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. A large percentage of our students enter school with low reading levels in native language. Students	2.1. Teacher will incorporate a variety of activities as outlined in the ESOL Strategies Matrix.	2.1. Testing Specialist	2.1. Monitoring of TABE scores and STAR scores	2.1. CELLA
CELLA Goal #2:	<u>2012 Current Percent of Students Proficient in Reading:</u>					

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<p>The results of the 2012 CELLA indicate that XX% (X) students scored proficient in Reading.</p>	<p>XX% (XX)</p>			<p>struggle with the application of reading strategies within the English language due to compromised and lack of previous learning gains.</p>	<p>Activities such as re-telling, interview, use of context clues, and CRISS will help to monitor progress of reading skills</p>	
<p>Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficient in Reading by XX percentage points to XX%.</p>		<p>2.2. Limited access to rich text that can develop students' reading skills</p>	<p>2.2. Teacher will incorporate a variety of strategies as outlined in the ESOL Strategies Matrix. Activities such as re-telling, interview, use of context clues, and CRISS will be used in conjunction with rich text such as newspapers, books and websites.</p>	<p>2.2. Testing Specialist</p>	<p>2.2. Monitoring of TABE scores and STAR scores</p>	<p>2.2. CELLA</p>
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. Students experience anxiety in regards to spelling and formulating sentence structure.	2.1. Teacher will incorporate a variety of activities as outlined in the ESOL Strategies Matrix. Activities to include personal journals and letter writing to provide students with opportunities to practice and improve writing.	2.1. Testing Specialist Principal	2.1. Monitoring of student responses to short writing prompts. Using informal assessment methods monitor vocabulary and sentence structure.	2.1. CELLA
CELLA Goal #3: The results of the 2012 CELLA indicate that XX% (XX) students scored proficient in Writing. Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficient in Writing by XX percentage points to XX%.	<u>2012 Current Percent of Students Proficient in Writing :</u> XX% (XX)					
		2.2. Students enter school with low proficiency due to either an incomplete education or are performing below grade level in previous country and have difficulty transferring thoughts and ideas into the written language. Students find it difficult to complete writing stems, organize information, and write comprehensive and concrete thoughts.	2.2. Teacher will incorporate a variety of activities as outlined in the ESOL Strategies Matrix and focus on collaborating activities to include completion of writing journals, reading logs, and graphic organizers	2.2. Testing Specialist Principal	2.2. Review student products	2.2. CELLA
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Incorporate the Rosetta Stone program into the curriculum in order to address vocabulary, speaking, and listening skills.	Rosetta Stone software/licenses	SIATech Academic Program Budget	\$10,000.00
			Subtotal:\$10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher will incorporate a variety of activities as outlined in the ESOL Strategies Matrix. Activities such as re-telling, interview, use of context clues, and CRISS will help to monitor progress of reading skills	CRISS Training Travel and Mileage Reimbursement and Substitute Cost	SIATech Academic Program Budget	\$1,500.00
			Subtotal:\$1500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$1500.00
			Total:\$11,500.00

End of CELLA Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			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.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.

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		2.3.	2.3.	2.3.	2.3.	2.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	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.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1. Algebra 1 Goal #1: The results of the 2012 Algebra EOC assessment indicate that XX% (XX) of students scored a Level 3 Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by XX% percentage points to XX% (XX).			1.1. Students' performance in the content area of Rationals, Radicals, Quadratics, & Discrete Mathematics needs improvement as evidenced on the Algebra EOC. Low reading levels; absence of pre-requisite skills and math vocabulary; students have been out of school for long periods of time before entering drop-out recovery.	1.1. Mathematics teachers will actively participate in monthly iLincs to develop, schedule and continually evaluate effective research based learning activities of assessed algebra benchmarks to include: strategies for assisting students to make sense of problems and persevere in solving them and in developing meaning through mathematical problem solving in a real-world context; selection of material for student practice in solving real-life math problems.	1.1. Principal	1.1. Administrative monitoring of program to include classroom observation. Work products resulting from iLinc meetings will be shared on the networked resource drive. Science teachers will assess the practicality and effectiveness of strategies and materials through formative and summative assessments.	1.1. Student performance on site developed Algebra EOC review course exam. Algebra EOC.
			1.2.	1.2.	1.2.	1.2.	1.2.

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			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	2.1. Students' performance in the content area of Functions, Linear Equations & Inequalities needs improvement as evidenced on the Algebra EOC.	2.1. Implement activities designed to develop background knowledge and thinking/reasoning skills required to meet Algebra standards. Develop and utilize an instructional focus calendar which includes learning activities to include solving multi-step problems, finding a pattern, writing the rule and determining the function for a given sequence of numbers; provide practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications.	2.1. Principal	2.1. Weekly administrative monitoring of program to include classroom observations and examination of student work product.	2.1. Student work product including informal and formal assessments. Algebra EOC.
The results of the 2012 Algebra EOC assessment indicate that XX% (XX) of students scored Levels 4 and 5. Our goal for the 2012-2013 school year is to increase the percentage of students scoring Level 4 and 5 by XX % percentage points to XX% (XX).	XX% (XX)	XX% (XX)					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
	Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1. Instruct students in how to maintain math journals/ learning notebooks following guidelines that are designed to increase student achievement. Enroll selected students in SIATech's Algebra Virtual Instruction review course prior to exam	3B.1. Principal	3B.1. Weekly administrative monitoring of program to include classroom observations and examination of student work product.	3B.1. Student work product including informal and formal assessments. Algebra EOC.	
Algebra 1 Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Students lack foundational skills required for mastery of benchmarks.	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
The results of the 2012 Algebra EOC Test indicate that XX% of XXX students are not making satisfactory progress in Algebra 1. Our goal for the 2012-2013 school year is to decrease XXX students that	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:						

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are not making satisfactory progress in Algebra by XX percentage points to XX%.		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1. Algebra 1 Goal #3C: The results of the 2012 Algebra EOC Test indicate that XX% of ELL students are not making satisfactory progress in reading. Our goal for the 2012-2013 school year is to decrease ELL students that are not making satisfactory progress in Algebra by XX percentage points to XX%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	3C.1. Limited English language skills interfere with ability to read/solve word problems.	3C.1. Implement activities and word walls focused on the development of mathematical vocabulary. Focus on prefixes and suffixes widely used in mathematical language Use models or manipulatives to demonstrate concepts and/or processes Present activities that involve application problems in contextualized situations Incorporate mathematical magazines into the classrooms to increase reading skills	3C.1. Principal	3C.1. Weekly administrative monitoring of program to include classroom observations and examination of student work product.	3C.1. Student work product including informal and formal assessments. Algebra EOC.
	XX% (XX)	XX% (XX)	3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1. Algebra 1 Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	3D.1. Difficulty with retaining concepts and math rules.	3D.1. Require students to maintain an Algebra notebook utilizing required format	3D.1. Special Education Teacher	3D.1. The Special Education teacher will consult with the classroom teachers and provide	3D.1. Student work product including informal and formal assessments.

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<p>The results of the 2012 Algebra EOC Test indicate that XX% of SWD students are not making satisfactory progress in Algebra.</p> <p>Our goal for the 2012-2013 school year is to decrease SWD students that are not making satisfactory progress in Algebra by XX percentage points to XX%.</p>	XX% (XX)	XX% (XX)			Utilize manipulative material in the instruction of Algebra.		
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1. Algebra 1 Goal #3E: The results of the 2012 Algebra EOC Test indicate that XX% of Economically Disadvantaged students are not making satisfactory progress in Algebra 1. Our goal for the 2012-2013 school year is to decrease Economically Disadvantaged students that are not making satisfactory progress in Algebra 1 by XX percentage points to XX%.			3E.1. Lack of participation in challenging curriculum and low level reading skills.	3E.1. Provide experiences with critical thinking and model inductive reasoning including discovery learning activities. Teachers will receive ongoing feedback and training in the areas of: implementation of research-based classroom strategies designed to improve teachers instructional expertise leading to greater student engagement and achievement for all students.	3E.1. Principal	3E.1. Weekly administrative monitoring of program to include classroom observations, examination of student work product, and review of teacher lesson plans.	3E.1. Student work product including informal and formal assessments. Algebra EOC
	2012 Current Level of Performance:* XX% (XX)	2013 Expected Level of Performance:* XX% (XX)	3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Students performance in the content area of Two- and Three-Dimensional Geometry needs improvement as evidenced on the Geometry EOC. Compromised reading levels and limited foundational math skills	1.1. Using ConTech Foundational Math curriculum, provide students with opportunities to solve meaningful mathematical problems involving Two- and Three-Dimensional Geometry using real-world context and manipulative materials	1.1. Principal	1.1. Weekly administrative monitoring of program to include classroom observations, examination of student work product, and review of teacher lesson plans.	1.1. SIATech's Geometry Virtual Instruction review course assessments Geometry EOC
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The results of the 2012 EOC Geometry assessment indicate that XX% (XX) of students scored a Level 3 Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency Level 3) by XX% percentage points to XX% (XX)	XX% (XX)	XX% (XX)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Lack of pre-requisite math skills; lack of instruction and practice on problem solving skills	2.1. Implement activities designed to increase thinking/reasoning skills required to meet	2.1. Principal	2.1. Weekly administrative monitoring of program to include classroom observations,	2.1. SIATech's Geometry Virtual Instruction review course assessments
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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<p>The results of the 2012 Geometry EOC assessment indicate that XX% (XX) of students scored Levels 4 and 5.</p>	<p>XX% (XX)</p>	<p>XX% (XX)</p>			<p>Geometry standards.</p>		
<p>Our goal for the 2012-2013 school year is to increase the percentage of students scoring Level 4 and 5 by XX % percentage points to XX% (XX).</p>			<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
			<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.			3B.1. White: Black: Hispanic: Asian: American Indian	3B.1. Using ConTech Foundational Math curriculum, provide students with opportunities to solve meaningful mathematical problems involving Two- and Three-Dimensional Geometry using real-world context and manipulative materials.	3B.1. Principal	3B.1. Weekly administrative monitoring of program to include classroom observations, examination of student work product, and review of teacher lesson plans.	3B.1. SIATech's Geometry Virtual Instruction review course assessments Geometry EOC
Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The results of the 2012 Geometry EOC Test indicate that XX% of XXX students are not making satisfactory progress. Our goal for the 2012-2013 school year is to decreaseXXX students that are	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	Students performance in the content area of Two- and Three-Dimensional Geometry needs improvement as evidenced on the Geometry EOC Lack of foundational math skills needed for success in Geometry				

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not making satisfactory progress in Geometry by XX percentage points to XX%.		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</p> <p>Geometry Goal #3C:</p> <p>The results of the 2012 Geometry EOC Test indicate that XX% of ELL students are not making satisfactory progress.</p> <p>Our goal for the 2012-2013 school year is to decrease ELL students that are not making satisfactory progress in Geometry by XX percentage points to XX%.</p>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	3C.1. Limited English language skills interfere with ability to read/solve word problems.	<p>3C.1. Implement word walls and activities focused on building Geometry vocabulary with focus on prefixes and suffixes used widely in mathematics vocabulary.</p> <p>Use models or manipulatives to demonstrate concepts and/or processes</p> <p>Present activities that involve application problems in contextualized situations</p> <p>Incorporate mathematical magazines into the classrooms to increase reading skills</p>	3C.1. Principal	3C.1. Weekly administrative monitoring of program to include classroom observations, examination of student work product, and review of teacher lesson plans.	3C.1. SIATech's Geometry Virtual Instruction review course assessments Geometry EOC
	XX% (XX)	XX% (XX)					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.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
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1. Difficulty with retaining concepts and math rules.	3D.1. Require students to maintain a Geometry notebook utilizing required format Utilize manipulative material in the instruction of Geometry.	3D.1. Special Education Teacher	3D.1. The Special Education teacher will consult with the classroom teachers and provide individual services as indicated and will monitor queries to determine whether adequate progress is being made.	3D.1. Student work product including informal and formal assessments. Geometry EOC
Geometry Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The results of the 2012 Geometry EOC Test indicate that XX% of SWD students are not making satisfactory progress. Our goal for the 2012-2013 school year is to decrease SWD students that are not making satisfactory progress in Geometry by XX percentage points to XX%.	XX% (XX)	XX% (XX)					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E: The results of the 2012 Geometry EOC Test indicate that XX% of Economically Disadvantaged students are not making satisfactory progress. Our goal for the 2012-2013 school year is to decrease Economically Disadvantaged students that are not making satisfactory progress in Geometry by XX percentage points to XX%.	2012 Current Level of Performance:* XX% (XX)	2013 Expected Level of Performance:* XX% (XX)	3E.1. Lack of participation in challenging curriculum and low level reading skills.	3E.1. Provide experiences with critical thinking and model inductive reasoning including discovery learning activities.	3E.1. Principal Teachers will receive ongoing feedback and training in the areas of: implementation of research-based classroom strategies designed to improve teachers instructional expertise leading to greater student engagement and achievement for all students.	3E.1. Weekly administrative monitoring of program to include classroom observations, examination of student work product, and review of teacher lesson plans.	3E.1. Student work product including informal and formal assessments. Geometry EOC
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Development of proficiency in the instruction of the NGSSS and Common Core Standards	Math Grades 9-12	SIATech Math Round Table Session	Math teachers		Participants will share relevant information with colleagues in PLC meetings.	Principal
Utilizing student performance data to drive instruction Sharing best instructional practices Instructional Strategies for preparing students for End-of-year exams in algebra and geometry	All subjects grades 9-12	PLC meetings	Mathematics teachers and math classroom assistants Administrators	Throughout school year	Sharing at PLC and staff meetings	Principal

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Mathematics teachers will actively participate in monthly meetings of a iLincs to develop, schedule and continually evaluate effective research based learning activities of assessed algebra benchmarks to include: strategies for assisting students to make sense of problems and persevere in solving them and in developing meaning through mathematical problem solving in a real-world context; selection of material for student practice in solving real-life math problems.	Travel and Mileage Reimbursement and Substitute Cost	SIATech Academic Program Budget	\$1000.00
Implement activities and word walls focused on the development of mathematical vocabulary. Focus on prefixes and suffixes widely used in mathematical language.	Coach Algebra and Geometry Workbooks	SIATech Academic Program Budget	\$1000.00
			Subtotal:\$2000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Enroll selected students in SIATech’s Algebra Virtual Instruction review course immediately prior to exam.	User license fee	SIATech Academic Program Budget	\$1500.00
Enroll selected students in SIATech’s Geometry Virtual Instruction review course immediately prior to exam.	User license fee	SIATech Academic Program Budget	\$1500.00
			Subtotal:\$3000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher will incorporate a variety of	CRISS Training	SIATech Academic Program Budget	\$1,500.00

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activities as outlined in the ESOL Strategies Matrix. Activities such as re-telling, interview, use of context clues, and CRISS will help to monitor progress of reading skills	Travel and Mileage Reimbursement and Substitute Cost		
			Subtotal:\$1500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$6500.00

End of Mathematics Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			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 science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.

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		2.3.	2.3.	2.3.	2.3.	2.3.
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End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1 Limited science knowledge and compromised critical thinking skills as evidenced in the Molecular and Cellular Biology content area of the Biology EOC.	1.1. Science teachers will actively participate in professional development through monthly iLincs and collaborate with other science teachers to develop effective learning strategies for the EOC and Science curriculum standards. Teacher will use engagement, exploration, explanation, elaboration and evaluation (Five-E model) to enhance the science curriculum in the classroom.	1.1. Principal	1.1. Weekly administrative monitoring of program to include classroom observations, examination of student work product, and review of teacher lesson plans.	1.1. Assessments such as unit quizzes in the Angel program, and final tests at the end of units. Biology EOC
Biology 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The results of the 2012 EOC Biology assessment indicate that XX% (XX) of students scored a Level 3.	XX% (XX)	XX% (XX)					
Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by XX% percentage points to XX% (XX).							
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:							
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Lack of out-of-school access to resources that would enhance understanding as evidenced in the Organisms, Populations, & Ecosystems content area of the Biology EOC.	Provide inquiry based, hands-on laboratory activities incorporating Organisms, Populations, & Ecosystems to help students make connections to real-life experiences. Provide student practice of instructed benchmark skills by utilizing Biology Coach workbooks and lesson plans found on various research based websites.	Principal	Weekly administrative monitoring of program to include classroom observations, examination of student work product, and review of teacher lesson plans.	Use of informal assessments such as asking critical thinking questions, observing students throughout a lab, assessment of inquiry-based projects. Biology EOC
The results of the 2012 Biology EOC assessment indicate that XX% (XX) of students scored Levels 4 and 5.	XX% (XX)	XX% (XX)					
Our goal for the 2012-2013 school year is to increase the percentage of students scoring Level 4 and 5 by XX % percentage points to XX% (XX).							
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Development of proficiency in the instruction of the assessed Science benchmarks particularly those assessed on the Biology EOC Awareness of trends and state of the art developments in the area of science instruction	Science Grades 9-12	SIATech Science Round Table Session SIATech Learning Support Team members	Science teachers		Participants will share relevant information with colleagues in iLinc meetings.	Principal
Utilizing student performance data to drive instruction Instructional strategies for teaching Science benchmark skills	All subjects grades 9-12	PLC team leaders	Mathematics/Science teachers and assistants Administrators	Throughout school year	Sharing at PLC and staff meetings	Principal

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide student practice of instructed benchmark skills by utilizing Biology Coach workbooks.	Coach Biology Workbooks	SIATech Academic Program Budget	\$1000.00

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Subtotal: \$1000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Science teacher will actively participate in professional development and collaborate with other science teachers to develop effective learning strategies for the EOC and Science curriculum standards.	Travel and Mileage Reimbursement and Substitute Cost	SIATech Academic Program Budget	\$1000.00
Subtotal: \$1000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Using research based strategies, teachers will implement labs that build basic skills and incorporate critical thinking skills.	ConTech curriculum lab supplies	SIATech Academic Program Budget	\$2000.000
Subtotal: \$2000.00			
Total: \$4000.00			

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p> <p>Writing Goal #1A:</p> <p>The results of the 2012 FCAT Writing Test indicate that XX% of students scored at achievement Level 3.0 and higher.</p> <p>Our goal for the 2012-2013 school year is to increase the number of students scoring Level 3.0 and high by XX percentage points to XX%.</p>			<p>1a.1. Sporadic school attendance resulted in poor grammar, spelling and pre-writing skills.</p>	<p>1a.1. Implement a Grade 10 Writers Workshop that includes the following topics: Prewriting; drafting; revising; editing; publishing; and creative, persuasive and informative</p>	<p>1a.1. Principal</p>	<p>1a.1. Weekly administrative monitoring of Writers Workshop</p>	<p>1a.1. Writers Workshop Rubric scored assessments</p> <p>Writing FCAT</p>
<p>2012 Current Level of Performance:*</p> <p>XX% (XX)</p>	<p>2013 Expected Level of Performance:*</p> <p>XX% (XX)</p>	<p>1a.2. Students lack basic writing practice with revising and editing and need stricter writing standards across the curriculum</p>	<p>1a.2. Teachers will be expected to require students to revise all written work to incorporate teacher edits regardless of the assignment</p> <p>Teachers will receive ongoing feedback and training in the area of implementation of research-based classroom strategies designed to improve teachers' instructional expertise leading to greater student engagement and achievement.</p>	<p>1a.2. Principal</p>	<p>1a.2. Monthly administrative reviewing of student work folders to determine writing standards maintained by teachers</p>	<p>1a.2. Student work folders</p> <p>Writing FCAT</p>	
		<p>1a.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3</p>	

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1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
			1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Refresher training on utilization of SIATech scoring rubric and blind scoring procedures	All faculty Grades 9-12	Testing Specialist	School-wide		Meeting agendas and minutes	Principal
Development of proficiency in the instruction of the assessed writing skills	English Grades 9-12	SIATech Language Arts Round Table Session	English teacher and English classroom assistant	November 27-28, 2012	Participants will share relevant information with colleagues in PLC meetings.	Principal
Awareness of trends and state of the art developments in the area of science instruction		SIATech Learning Support Team members				

Writing Budget (Insert rows as needed)

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

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Implement a Grade 10 Writers Workshop that includes the following topics: Prewriting; drafting; revising; editing; publishing; and creative, persuasive and informative	Student supplies for Writing Workshop	SIATech Academic Program Budget	\$500.00
			Subtotal:\$500.00
			Total:\$500.00

End of Writing Goals

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1. Lack of background knowledge on United States historical themes, places, events and subject.	1.1. Supplement Con Tech US History curriculum with teacher-made lessons to increase in-depth understanding of historical content. Teacher will use drill and practice exercises centering on major historical time periods. Teacher will reinforce content material will supplemental movies and online research websites.	1.1. Principal	1.1. Monthly administrative monitoring of program to include classroom observations, examination of student work product, and review of teacher lesson plans.	1.1. Assessment of student work folders US History EOC Baseline
U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
No Data	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2. Inadequate reading, writing, and presentation skills	1.2. Implement teacher made reading lessons with US History content that develop critical thinking skills by providing opportunities for students to write to inform and persuade in English and Social Studies classes	1.1. Principal	1.1. Monthly administrative monitoring of program to include classroom observations, examination of student work product, and review of teacher lesson plans.	1.1. Assessment of student work folders US History EOC Baseline

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			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1. Inadequate understanding of historical concepts due to lack of formal education and sporadic attendance prior to enrollment in drop out recovery program.	2.1. Provide school-wide activities in which students participate in projects involving issues that impact the world community with related assignments that require problem solving and inquiry-based learning.	2.1. Principal	2.1. Monthly administrative monitoring of program to include classroom observations, examination of student work product, and review of teacher lesson plans.	2.1. Assessment of student work folders US History EOC Baseline
U.S. History Goal #2: No Data	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Development of proficiency in the instruction of the assessed Science benchmarks particularly those assessed on the U.S History EOC Awareness of trends and state of the art developments in the area of U.S. History instruction	Social Studies Grades 9-12	SIATech Social Studies Round Table Session SIATech Learning Support Team members	Social Studies teachers		Participants will share relevant information with colleagues in PLC meetings.	Principal

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Supplement Contech US History curriculum with teacher-made lessons to increase in-depth understanding of historical content. Teacher will use drill and practice exercises centering on major historical time periods. Teacher will reinforce content material will supplemental movies and online research websites.	Multiple varieties of curriculum resources to include flashcards, time specific and thematic DVD's. Content specific reading material to included magazines and books.	SIATech Academic Budget	\$2500.00

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			Subtotal: \$2500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$2500.00

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance							
Attendance Goal #1: The 2012 average daily attendance rate was XX%(XXX) and the 2013 expected attendance rate is XX%(XXX)	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	1.1. Due to the nature of the school, there is an open entry policy which allows for a constant stream of new students throughout the year. 95% of all students enrolled in dropout recovery program are residential.	1.1. Communicate details of District attendance policy through District and school-based communication venues including but not limited to school newsletter, new student orientation, class meetings, school website, District website, etc. Excess absences will be recorded in case management system and student will be required to meet with counselor for intervention.	1.1. Leadership Team	1.1. Administrative monitoring of attendance records	1.1. Attendance records Intervention logs Counselor logs
	XX% (XX)	XX% (XX)					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	XX% (XX)	XX% (XX)					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	XX% (XX)	XX% (XX)					
		1.2. The student population consists of individuals who have previously dropped out of high school and were habitually absent/ truant students.	1.2. A monthly perfect attendance report will be downloaded from attendance records. Identified students will participate in an enrichment activity and will be rewarded with a celebration to celebrate	1.2. Leadership Team	1.2. Monitoring using attendance records	1.2. Attendance records	

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			their accomplishment.			
		1.3. As a dropout recovery program the average student nonresidential student has issues that negatively impact attendance such as being employed, lack of childcare, poverty, and unreliable transportation.	1.3. Teachers and counselors will meet with identified students with chronic attendance problems and make interventions as required including contacting employers, providing bus passes, and arranging subsidized childcare. Weekly assemblies will emphasize the value of attendance and reward students who have good and improved attendance.	1.3. Leadership Team	1.3. Monitoring using attendance records	1.3. Attendance records

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Improving student attendance	Grades 9-12	PLC Team Leaders	All instructional staff members	Throughout the school year	Meeting minutes	Principal

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Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
A monthly perfect attendance report will be downloaded from attendance records. Identified students will participate in an enrichment activity and will be rewarded with a celebration to celebrate their accomplishment.	Award tangible awards to students in a attendance lottery for students with one week of perfect attendance.	SIATech Academic Budget	\$1000.00
			Subtotal: \$1000.00
			Total: \$1000.00

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension							
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.			
<p>Suspension Goal #1:</p> <p>Due to the residential nature of this school, in-school suspension is not utilized and outdoor suspension is only utilized when it is the required action in the Code of Student Conduct.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p> <p><i>Enter numerical data for current number of in-school suspensions</i></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p> <p><i>Enter numerical data for expected number of in-school suspensions</i></p>	<p>Due to the nature of the SIATech program new students are enrolled into the program continuously throughout the year (open entry enrollment).</p>	<p>School expectations regarding student conduct, attendance and dress code are reviewed with every incoming student during a New Student Orientation.</p> <p>Students are required to sign a Letter of Commitment/ Expectations in every classroom on which they agree to respect and comply with school standards and expectations.</p>	<p>Leadership Team</p>	<p>Administrative monitoring</p>	<p>Signed student Letters of Commitment</p>			
	<p><u>2012 Total Number of Students Suspended In-School</u></p> <p><i>Enter numerical data for current number of students suspended in-school</i></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p> <p><i>Enter numerical data for expected number of students suspended in-school</i></p>								
	<p><u>2012 Total Number of Out-of-School Suspensions</u></p> <p><i>Enter numerical data for current number of students suspended out-of-school</i></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p> <p><i>Enter numerical data for expected number of students suspended out-of-school</i></p>								
	<p><u>2012 Total Number of Students Suspended Out-of-School</u></p> <p><i>Enter numerical data for current number of students suspended out-of-school</i></p>	<p><u>2013 Expected Number of Students Suspended Out-of-School</u></p> <p><i>Enter numerical data for expected number of students suspended out-of-school</i></p>								
	1.2.	1.2.						1.2.	1.2.	1.2.
	1.2.	1.2.						1.2.	1.2.	1.2.
	1.2.	1.2.						1.2.	1.2.	1.2.
	1.2.	1.2.						1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.
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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct and Letter of Commitment Orientation	9 - 12	All subjects grades 9 - 12	All faculty and staff	Throughout school year	Utilize classroom walkthroughs to monitor teacher's enforcement of the Student Code of Conduct.	Leadership Team

Suspension Budget (Insert rows as needed)

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

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Students are required to sign a Letter of Commitment/ Expectations in every classroom on which they agree to respect and comply with school standards and expectations.	Printing of the Letter of Commitment / Expectations	School funds	\$500.00
			Subtotal:\$500.00
			Total: \$500.00

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention		1.1. The dropout rate is impacted by the Job Corps policy which includes termination of students who acquire excessive absences	1.1. Plan and implement a motivational activity in which selected students participate in college campus tours throughout the school year. Invite members of the Armed Forces to visit with students. Expose students to Job Corps Advanced Training opportunities.	1.1. Leadership Team	1.1. Leadership team will monitor evaluation	1.1 Dropout rate
Dropout Prevention Goal #1: The current dropout rate is XX%(XX) and the expected 2013 dropout rate is XX%(XX)	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>				
	XX%(XX)	XX%(XX)				
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>				
	XX%(XX)	XX%(XX)				
		1.2. At-promise students require close monitoring, encouragement, mentoring, and attention in order to	1.2. Utilize Center wide Mentor plan and meet at least monthly with all mentees. Use case manage system to monitor students during	1.2. Leadership Team with the collaboration of all Center and School staff	1.2. Monitor academic and behavioral progress through mentor/mentee discussions.	1.2 Dropout rate

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		succeed academically.	the month.			
		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 (e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student college readiness	11-12	Testing Specialist	School-wide	Ongoing throughout the school year	Record of graduates college enrollment	Principal

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Plan and implement a motivational activity in which selected students participate in college campus tours throughout the school year.	Arrange for tours at University of Florida, Santa Fe College, City College, any local colleges students are interested in and adult education centers that students would like to attend	SIATech Academic Budget	\$1000.00
			Subtotal:\$1000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$1000.00

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1	1.1.	1.1	1.1
Parent Involvement Goal #1: During the 2011-2012 school year, parent participation in school-wide activities was XX%. Our goal for the 2012-2013 school year is to increase parent participation by X% from XX% to XX%.			Students reside on campus and many parents reside outside the county.	Communicate school information via the US Postal service to increase participation at events or at least, increase awareness of school activities and initiatives.	Leadership Team	Survey of Parent Satisfaction (to be distributed via the US Postal service)	Parent Climate Survey
	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	XX%(XX)	XX%(XX)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Soliciting parent feedback at a greater level	9-12	Principal	School-wide	October 2012	Receipt of completed Satisfaction Surveys	Principal

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Communicate school information via the US Postal service to increase participation at events or at least, increase awareness of school activities and initiatives.	Postage/clerical costs to increase awareness of graduation requirements and school events such as career expo and graduation ceremonies.	School Funding	\$500.00
			Subtotal:\$500.00
			Total:\$500.00

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1:</p> <p>Due to the nature of the school being a drop out recovery program, 0% (0) of the students were enrolled or participated in a STEM program or course.</p>	1.1. Students enter without the required GPA and/or credits to meet the requirements for dual enrollment.	1.1. Provide enrichment and tutoring to higher level students in an effort to raise GPA to the required level for dual enrollment.	1.1. Principal	1.1. Monitor records of dually enrolled students	1.1. Enrollment records
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>CTE Goal #1:</p> <p>Based on 2011-12 data, XXX(XX%) of CTE students earned an industry certification on the Industry Certification Funding List.</p> <p>Our goal for the 2012-2013 school year is to increase CTE students earning an industry certification on the Industry Certification Funding List by XX percentage points to XX%.</p>	<p>1.1. Students not prepared for certification exam in timely manner due to low reading and math skills and unfamiliarity of industry requirements.</p>	<p>1.1. CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.</p> <p>CTE teachers implement baseline, practice and/or readiness exams or activities throughout instruction.</p> <p>Differentiate instruction in math and reading classes to meet the needs of individual students to earn passing score on End of Course credentialing exam.</p> <p>Conduct self-assessment of career</p>	<p>1.1. Principal</p>	<p>1.1. Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through direct communication, review of test data including baseline, practice or readiness tests.</p>	<p>1.1. Results of students earning an industry certification on the Industry Certification Funding List using the OMS Report of student credentials.</p> <p>TABE Reading scores</p> <p>TABE Math scores</p>

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		academies using Labor Market Research, O'NET and VARK resources			
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1:	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	Students lack test taking strategies to achieve a passing score on ACT	Research subject/content areas that are consistently low in current ACT scores among all students Encourage teachers to work with students to develop study timeline prior to exam date. Teachers will receive ongoing feedback and training re: the implementation of research-based classroom strategies designed to improve teachers' instructional expertise leading to greater student engagement and achievement to increase test taking strategies and relieve anxiety associated with ACT.	Testing Specialist	Observation of instruction; monitoring of student pre- and post-assessments/ modifications to focus on testing strategies as warranted by student performance data.	ACT test results
The results of the 2012 ACT Test indicate that XX% of students achieved a score at the college readiness benchmark scores for designated college courses as established by ACT through collaborative research with postsecondary institutions nationwide							
Our goal for the 2012-2013 school year is to increase student proficiency by XX percentage points to XX%.	XX% (XX)	XX% (XX)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Additional 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Development of proficiency in the planning of interventions and using ACT data to drive instruction	10 - 12	Alachua County	English teacher assistant, Mathematics teacher and Testing Specialist	September 27, 2012	Participants will share relevant information with colleagues in PLC meetings.	Principal

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Implement activities focused on the development of test taking strategies and skills for the ACT test.	ACT Test taking strategy workbooks and CDs.	SIATech Academic Program Budget	\$2000.00
			Subtotal: \$2000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$2000.00

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$9,000.00
CELLA Budget	Total: \$11,500.00
Mathematics Budget	Total: \$6,500
Science Budget	Total: \$4,000
Writing Budget	Total: \$500.00
Civics Budget	Total:0.00
U.S. History Budget	Total: \$2,500.00
Attendance Budget	Total: \$1000.00
Suspension Budget	Total: \$500.00
Dropout Prevention Budget	Total: \$1,000.00
Parent Involvement Budget	Total: \$500.00
STEM Budget	Total: 0.00
CTE Budget	Total: 0.00
Additional Goals	Total: \$2,000.00
Grand Total: \$39,000.00	

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

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

The SIATech School Advisory Council will monitor the implementation of strategies and evaluative activities for each goal included in this School Improvement Plan. The performance data provided to them. The Council will monitor the expenditure of funds to insure integrity.

Describe the projected use of SAC funds.	Amount
Activities buses to support strategies for college field trips and incentives.	\$2,000.00

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