

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

Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

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2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Gateway High School	District Name: School District of Osceola County
Principal: Larry Meadows	Superintendent: Melba Luciano
SAC Chair: Mala Cruz	Date of School Board Approval:

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
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Principal	Larry Meadows	Ed. S. in Ed Leadership; MED Math and Science Ed; B.A. Elementary Ed. Certification: Elementary Math 6-12 Language Arts 5-9 Ed. Leadership All Levels	1	9	Discovery Intermediate School 2005-2006 School Grade-C AYP not met 2006-2007 School Grade-B AYP not met 2007-2008 School Grade-C AYP not met 2008-2009 School Grade-C AYP not met 2009-2010 School Grade-C AYP not met 2010-2011 School Grade C 2011-2012 School Grade-Pending
Assistant Principal	Dr. Leigh Anne Cooley	Ed.D. in Ed Leadership; Ed.S. in Ed Leadership; M.Ed. in English; B.S. in Language Arts Certifications: English 6-12 Ed. Leadership All Levels ESOL Endorsement	2	3	New Beginnings Education Center 2009-2010 No school grade Gateway High School 2010-2011 School Grade-A AYP not met 2011-2012 School Grade-Pending
Assistant Principal	Brad Linville	M.A. in Ed Leadership Certification: English 6-12 Ed. Leadership All Levels ESOL Endorsement	1	2	Discovery Intermediate School 2009-2010 School Grade-C AYP not met 2010-2011 School Grade C AYP not met 2011-2012 School Grade-Pending

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Assistant Principal	Rolando Casado	Ed.S. in Ed Leadership; M.Ed. in Curriculum and Instruction; B.S. in Business Administration Certification: Business Ed 6-12 Ed. Leadership All Levels	1	1	Liberty High School 2007-2008 School Grade-New School AYP –New school 2008-2009 School Grade-D AYP Not met Osceola High School 2009-2010 School Grade-B AYP not met 2010-2011 School Grade-A AYP not met 2011-2012 School Grade-Pending
Assistant Principal	Georgette Paul-Zin	Ed.S. in Ed Leadership, M.S. in Special Education, B.S. in Business Education Certifications: Health K-12, Business Ed K-12, ESE K-12, and Ed. Leadership K-12.	0	0	Gateway High School 2007-2008 School Grade D AYP Not Met 2008-2009 School Grade D AYP Not Met 2009-2010 School Grade B AYP Not Met Discovery Intermediate School 2010-2011 School Grade C AYP Not met Gateway High School 2011-2012 School Grade pending

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Literacy Coach	Dana Jacobson	BA. in Art History, M.Ed. Educational Leadership. Certifications: Art K-12, English 5-9 Reading Endorsed Ed Leadership All Levels	1	6	2010-2011 School Grade C AYP not met 2008-2009 Made AYP in all areas School Grade A

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Math Coach	David Saltsman	MA in Teaching & Learning BS Ed. In Secondary Mathematics Education BS in Mathematics Certifications: Mathematics 6-12 Middle Grades Integrated Curriculum 5-9	1	1	Gateway High School 2011-2012 School Grade - Pending
Science Coach	Yanelys Ballard	B.S. in Chemistry M.Ed. Educational Leadership Certifications: Math 5-9 Chemistry 9-11 Ed Leadership All Levels	2	3	2011-2012 School Grade pending, AYP not met 2010-2011 School Grade A, AYP not met 2009-2010 Made AYP in all areas, School Grade A

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Professional Learning Communities- Provide teachers the needed strategies and collaboration time through the extended Wednesday PLC, focusing on appropriate and ongoing Learning. This will entail looking at student performance data and strategies for improvement. It will encompass the RtI component. Concentrating on efficient and effective instruction. They will develop target curriculum and instructional strategies. This will encompass our lesson Study component.	Mr. Meadows	ongoing
2. Interview process - Applying teachers will be interviewed by the administration and the expectations will be addressed in the initial interview. As a DA school, highly qualified instructors are a requirement.	Administrators	ongoing
3. PlanIt- All teachers will be provided with an online tool for creating and organizing lesson plans. In addition to making lesson preparation possible, this system encourages reflection and promotes positive interactions between colleagues through both PLC discussion and peer lesson plan reviews.	Administrators Department Chairs	ongoing
4. High Quality Professional Learning Opportunities- Professional development will be provided based on school needs.	Administrators Instructional Coaches	ongoing

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
The following teachers have temporary certification: Andrew Sparks, Erica Balado, and Steven Kivelowitz All other teachers are highly effective and in-field at this time.	Teachers are working to complete all components needed for Professional Certification

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Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
165	2.4% [4]	33.3% [55]	35.1% [58]	29.1% [48]	41.2% [68]	100% [165]	10.3% [17]	5.4% [9]	22.4% [37]

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
Robert LeBlanc	Erica Balado	Mr. LeBlanc is an experienced mentor at GHS.	Mr. LeBlanc will meet with Ms. Balado to review the new teacher portfolio and provide on-going support.
Vonda Baize	Steven Kivelowitz	Ms. Baize is the math department chairperson and is next door to Mr. Kivelowitz.	Ms. Baize will meet with Mr. Kivelowitz to review the new teacher portfolio and provide on-going support.
Paulette Swanson	Andrew Sparks	Ms. Swanson is a veteran GHS teacher and mentor.	Ms. Swanson will provide support and work with Mr. Sparks to complete the new teacher portfolio requirements.

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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. Brad Linville, Nahida Mehta, David Saltsman, Dana Jacobson, Yanelys Ballard, Andrea Richard, Tanisha Simpson, Gladys Justiniano, Rachel Woodward, Valerie Rizer, Maritza Suarez, and Department Chairs.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The RTI Leadership Team meets once a week as a PLC. The Team reconvenes as needed on a case-by-case basis. Team consists of teachers/ staff with expertise in special areas like the Reading Coach or the ELL specialist. Each person plays a different role in order to achieve success. Student data and performance is analyzed and strategies for improvement are discussed and implemented.
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? As per the RtI process, every student who has received a Level I or Level II on the Reading, Math FCAT, and/or Algebra EOC are monitored in Tier I. In Tier I, teachers implement the curricula and instruction in Intensive Reading and Math classes and their fidelity of implementation is documented. The tutoring program and 21 st Century after school program also provide an opportunity for student to excel. In Tier II, at risk students or non-responders are targeted and monitored through an Extended Learning Plan. In Tier III, students who do not respond to the interventions are monitored on a weekly basis with an individualized intervention plan. Assessments data is collected for possible program identification.
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. Osceola County developed ODMS, Osceola Data Management System, where all academic and attendance and discipline data is housed. Data can be pulled periodically to identify students in Tier I who are at risk and need to be monitored in Tier II. DataDirector is also a resource teachers may use to pull student data and comparative analysis. Formative assessment data can be generated and interventions can be made in a timely manner. Orbit system is also available to track and monitor students' discipline record.
Describe the plan to train staff on MTSS. A portion of the first faculty meeting will be used to give the entire faculty an overview of RtI and it will be incorporated into their weekly PLC meetings.
Describe the plan to support MTSS. Gateway will support MTSS by providing mentors, composed of the leadership team, to the identified students. The mentors will meet with these student regularly and keep record of their progress and share during the RtI meetings.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT). Administration— Mr. L. Meadows, Dr. L. Cooley, Mr. B. Linville, Mr. R. Casado. Mrs. Paul-Zin Instructional Coaches—Dana Jacobson, Yanelys Ballard, David Saltsman Guidance-Tanishia Simpson; IB Coordinator--Robert Russell; Media Specialist--Larry Souther; LRS--Nahida Mehta; English Dept-- Paulette Swanson Science Dept—Marty Norris Math Dept.--Vonda Baize Social Studies Dept—Dory Erdmann World Languages--Ivonne Serrano ESE Dept—Maritza Suarez ESOL Dept.--Norine Stazko; Career Academies—Sharon Hudson Reading Dept.—Felicidad Strickland PE and Health Dept—Rebecca Rutkowski Professional Learning Communities in all content areas will be instrumental in meeting LLT goals</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Coach will set the agenda with the Principal. Their role is to provide leadership in their curriculum areas to support school-wide literacy endeavors such as professional development strategies, literacy celebrations of success, directives from the administration, feedback and reflections on data. The LLT will meet 4 time per year and as needed to meet goals.</p>
<p>What will be the major initiatives of the LLT this year? Building up Classroom Libraries; Providing for structured content reading in every class; mini trainings (based on CRISS) as needed, to share with departments; mentoring of students esp. those in lowest quartile; Support for our school's "Battle of the Books", "Celebrate Literacy;" and "Read Across America"; and discussions of school data</p>

Public School Choice

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

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

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

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

**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?

In order to ensure that every teacher contributes to reading improvement, the Literacy Leadership Team will set up literacy goals school wide; instructional coaches will provide professional

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development on vocabulary instruction and literacy strategies across the curriculum and monitoring of literacy strategies will be conducted by school based administrators.

**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?

Students choose a Major Area of Interest and related classes using Electronic Personal Education Plan (EPEP). It allows them to map out and plan their courses for all four years of high school. For example, if Health Occupations was selected, the applied and integrated courses would be Nursing Assistant 3 and Anatomy & Physiology. These subjects allow the students to explore this career to see if they'd want to pursue this in the future.

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?

All 9th and 10th graders are required to complete an EPEP. In this plan, students choose a course of study that is personally meaningful to them. This process will continue throughout high school years. Counselors have access to student's EPEPs and use the information in them when making student course selections.

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](#).

Annual analysis of the High School Feedback Report is unavailable for the 2011-2012 school year.

Improving student readiness to post-secondary education will be accomplished by ensuring students participation in ACT/SAT preparation classes. The career specialist will be actively involved and available for student's assistance during their four years at Gateway High School. Individual assistance will be given to students regarding financial aid, scholarships, and college application assistance.

AVID – GHS is an AVID school. Through the AVID program, those students who are considered proficient, but not excelling, are exposed to college readiness activities and college campus exposure. These students are also enrolled in an AVID elective class. In this class, students are taught the foundations for continued education – Cornell Note-taking, Study Skills, Organizational Skills – and they are provided tutors with whom they can relate in order to be successful in their academic courses. Students are also placed in a more rigorous high school track, which includes AP and honors classes.

ACT and SAT Prep – Preparation programs are in place for those students who will be taking the ACT and the SAT. Students are taught that although FCAT is a graduation requirement, colleges are looking at much more as far as test results.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. Student achievement will improve when teachers implement Reading Standards into daily instruction.</p>	<p>1A.1. Reading Coach and teachers will meet with language arts teachers weekly during planning time to develop lessons that match the depth and rigor of the NGSSS and CCSS.</p> <p>Reading Coach will meet with teachers after each practice assessment to review data and make instructional decisions based on data.</p> <p>Reading Coach will provide targeted support to teachers through the utilization of the coaching cycle.</p> <p>School-based administrators will support</p>	<p>1A.1. School-based administrators Reading Coach Language Arts and Reading Teachers</p>	<p>1A.1. Professional Learning Communities and student data.</p>	<p>1A.1. Measured by Professional Development documentation, classroom observation data, lesson plan documentation, coach's logs, Professional Learning Communities documentation, and FCAT 2.0 data.</p>		
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		and monitor implementation.					
Reading Goal #1A: Students achieving proficiency (FCAT Level 3) in reading will increase at least 10% from 42% to 52%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	42% [252] met proficiency in reading.	52% [312] of students will meet proficiency in reading.					
		1A.2. Student achievement will improve when teachers utilize higher order thinking questions during lessons.	1A.2. Reading Coach, in collaboration with district personnel, will provide professional development on the Comprehension Instructional Sequence Model. District personnel will provide professional development on the utilization of thinking maps during instruction. Reading Coach will provide targeted support to teachers through the utilization of the coaching cycle. School-based administrators will support and monitor implementation.	1A.2. School-based administrators Reading Coach Language Arts and Reading Teachers District Resource Specialists	1A.2. Professional Learning Communities and student data.	1A.2. Measured by Professional Development documentation, classroom observation data, lesson plan documentation, coach's logs, Professional Learning Communities documentation, and FCAT 2.0 data.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	<p>1B.1. Student achievement will improve when teachers utilize the Access Points, NGSSS and IEP to align the level of the Standards with instruction.</p>	<p>1B.1. Teachers will utilize PLC on a weekly basis to plan and develop lessons based on the Access Points criteria. Teachers will implement lessons aligned with establish Access Point criterias. Planit will be used for lesson planning to aid teachers in sharing lesson plans and examining cognitive level in their own lessons. School-based administrators will support and monitor implementation.</p>	<p>1B.1. Administration, RCS, District Staffing Specialists, Teachers.</p>	<p>1B.1. All ESE teachers using access point criteria will utilize Test Item Specifications , Benchmark complexity, IEP to plan lessons that promote student understanding of the Benchmarks. Higher order question stems will be integrated in daily instruction and assessments.</p>	<p>1B.1. Measured by Professional Development documentation, classroom observation data, lesson plan documentation, Professional Learning Communities documentation, Florida Alternate Assessment (FAA).</p>		
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<p><u>Reading Goal #1B:</u> Students achieving proficiency (Alternate Assessment Level 4, 5, or 6) in reading will increase at least 10% from 40% to 50%.</p>	<p><u>2012 Current</u> <u>Level of</u> <u>Performance:*</u></p>	<p><u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance:*</u></p>					
	<p>40% [6] scoring at level 4, 5, or 6 in reading.</p>	<p>50% [7] scoring at level 4, 5, or 6 in reading.</p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1. Student achievement will improve when teachers implement an Instructional Focus Calendar (IFC) in all language arts classrooms.</p>	<p>2A.1. Reading Coach, in collaboration with district personnel, will meet with teachers during pre-planning to communicate the expectations of the IFC.</p> <p>Teachers will provide small group, differentiated instruction to students on designated days documented on the IFC calendar.</p> <p>Reading Coach will provide targeted support to teachers through the utilization of the coaching cycle.</p> <p>School-based administrators will support and monitor implementation</p>	<p>2A.1. School-based administrators Reading Coach Language Arts and Reading Teachers</p>	<p>2A.1. Student performances on mini-assessments demonstrate improvement.</p>	<p>2A.1. Mini-Assessment data</p>		
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		n.					
<u>Reading Goal #2A:</u> Students achieving proficiency (FCAT Level 4 and above) in reading will increase at least 10% from 48% to 58%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	48% [555] met proficiency in reading.	58% [670] of students will meet proficiency in reading.					
		2A.2. Student achievement will improve when teachers utilize higher order thinking questions during lessons.	2A.2. Reading Coach, in collaboration with district personnel, will provide professional development on the Comprehension Instructional Sequence Model. District personnel will provide professional development on the utilization of thinking maps during instruction. Reading Coach will provide targeted support to teachers through the utilization of the coaching cycle. School-based administrators will support and monitor implementation.	2A.2. School-based administrators Reading Coach Language Arts and Reading Teachers District Resource Specialists	2A.2. Professional Learning Communities and student data.	2A.2. Measured by classroom observation data, lesson plan documentation, coach's logs, formative assessment data, Professional Learning Community documentation, and FCAT 2.0 data.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>	<p>2B.1. Student achievement will improve when teachers utilize Access Point, NGSSS and IEP criteria to align the complexity level of the Standards with instruction.</p>	<p>2B.1. All teachers will implement Access Point criteria, IEP, mini-lessons, informal assessments within instruction. Teachers will utilize data from informal assessments, progress monitoring forms and IEP to monitor student progress.</p>	<p>2B.1. Administration, RCS, District Staffing Specialists and Teachers</p>	<p>2B.1. Teachers will utilize a department-wide continuous improvement model. Month to month student data will be analyzed and displayed on a Data Wall.</p>	<p>2B.1. Measured by Professional Development documentation, classroom observation data, lesson plan documentation, Professional Learning Communities documentation, Florida Alternate Assessment (FAA).</p>		
<p><u>Reading Goal #2B:</u> Students achieving proficiency (Alternate Assessment Level 7) in reading will increase at least 10% from 27% to 37%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>27% [4] scoring at level 4, 5, or 6 in reading.</p>	<p>37% [6] scoring at level 4, 5, or 6 in reading.</p>					
		<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	

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		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		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. Student achievement will improve when teachers utilize the Next Generation Sunshine State Standards (NGSSS) to drive instruction.</p>	<p>3A.1 Reading Coach and teachers will meet weekly during planning time to develop lessons that match the depth and rigor of the NGSSS and Common Core State Standards (CCSS). Reading Coach will provide targeted support to teachers through the utilization of the coaching cycle. School-based administrators will support and monitor implementation.</p>	<p>3A.1. School-based administrators Reading Coach Language Arts and Reading Teachers</p>	<p>3A.1. Professional Learning Communities and student data.</p>	<p>3A.1. Measured by classroom observation data, lesson plan documentation, coach's logs, formative assessment data, Professional Learning Community documentation, and FCAT 2.0 data.</p>		
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<p><u>Reading Goal #3A:</u> Students making learning gains in reading will increase at least 10% from 58% to 68%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>58% [670] met proficiency in reading.</p>	<p>68% [786] of students will meet proficiency in reading.</p>					
		<p>3A.2. Student achievement will improve when teachers utilize guided practice as a part of the "Gradual Release Instructional Model".</p>	<p>3A.2. School-based leadership team will meet with teachers during pre-planning to communicate expectations and review components of the "Gradual Release Instructional Model". Teachers will document components of the "Gradual Release Instructional Model" on the common board configuration and lesson plans. Reading Coach will provide targeted support to teachers through the utilization of the coaching cycle. School-based administrators will support and monitor implementation.</p>	<p>3A.2. School-based administrators Reading Coach Language Arts and Reading Teachers</p>	<p>3A.2. Professional Learning Communities and student data.</p>	<p>3A.2. Measured by classroom observation data, lesson plan documentation, coach's logs, formative assessment data, Professional Learning Community documentation, and FCAT 2.0 data.</p>	

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		3A.3. Student achievement will improve when teachers utilize data to drive instruction in reading classes.	3A.3. Reading Coach will provide professional development to new teachers on the utilization of data to drive small group, differentiated instruction. Reading Coach, in collaboration with school-based administrators, will conduct weekly data meetings with teachers. School-based administrators will support and monitor implementation.	3A.3. School-based administrators Reading Coach Language Arts and Reading Teachers	3A.3. Professional Learning Communities and student data.	3A.3. Measured by classroom observation data, lesson plan documentation, coach's logs, formative assessment data, Professional Learning Community documentation, and FCAT 2.0 data.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1. Student achievement will improve when teachers utilize NGSSS, Access Points, IEP data to drive instruction in access reading classes.	3B.1. School-based administrators will support and monitor implementation.	3B.1. School-based administrators, Language Arts and Reading Teachers.	3B.1. School-based administrators, Language Arts and Reading Teachers.	3B.1. Measured by classroom observation data, lesson plan documentation, coach's logs, informal assessments, progress monitoring, IEP, Professional Learning Community documentation, and FAA data.		
Reading Goal #3B: Students making learning gains on the Florida Alternate Assessment will increase at least 10% from 27% to 37%.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					

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	27% [4] of students made learning gains in reading.	37% [6] of students will make learning gains in reading.					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. Student achievement will improve when teachers utilize the Next Generation Sunshine State Standards (NGSSS) to drive instruction.</p>	<p>4A.1. Reading Coach and teachers will meet weekly during planning time to develop lessons that match the depth and rigor of the NGSSS and Common Core State Standards (CCSS). Reading Coach will provide targeted support to teachers through the utilization of the coaching cycle. School-based administrators will support and monitor implementation.</p>	<p>4A.1. School-based administrators Reading Coach Language Arts and Reading Teachers</p>	<p>4A.1. Professional Learning Communities and student data.</p>	<p>4A.1. Measured by classroom observation data, lesson plan documentation, coach's logs, formative assessment data, Professional Learning Community documentation, and FCAT 2.0 data.</p>		
<p>Reading Goal #4A: Students in the lowest 25% making learning gains in reading will increase at least 10% from 60% to 70%</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					

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	60% [173] of students in the lowest quartile made learning gains in reading.	70% [202] of students in the lowest quartile will make learning gains in reading.					
		<p>4A.2. Student achievement will improve when teachers utilize guided practice as a part of the "Gradual Release Instructional Model".</p>	<p>4A.2. School-based leadership team will meet with teachers during pre-planning to communicate expectations and review components of the "Gradual Release Instructional Model".</p> <p>Teachers will document components of the "Gradual Release Instructional Model" on the common board configuration and lesson plans.</p> <p>Reading Coach will provide targeted support to teachers through the utilization of the coaching cycle.</p> <p>School-based administrators will support and monitor implementation.</p>	<p>4A.2. School-based administrators Reading Coach Language Arts and Reading Teachers</p>	<p>4A.2. Professional Learning Communities and student data.</p>	<p>4A.2. Measured by classroom observation data, lesson plan documentation, coach's logs, formative assessment data, Professional Learning Community documentation, and FCAT 2.0 data.</p>	

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		<p>4A.3. Student achievement will improve when teachers utilize data to drive instruction in reading classes.</p>	<p>4A.3. Reading Coach will provide professional development to new teachers on the utilization of data to drive small group, differentiated instruction.</p> <p>Reading Coach, in collaboration with school-based administrators, will conduct weekly data meetings with teachers.</p> <p>School-based administrators will support and monitor implementation.</p>	<p>4A.3. School-based administrators Reading Coach Language Arts and Reading Teachers</p>	<p>4A.3. Professional Learning Communities and student data.</p>	<p>4A.3. Measured by classroom observation data, lesson plan documentation, coach's logs, formative assessment data, Professional Learning Community documentation, and FCAT 2.0 data.</p>	
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<p>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4B.1. Student achievement will improve when teachers utilize guided practice along with NGSS, Access Points and IEP to align curriculum</p>	<p>4B.1. School-based leadership team will meet with teachers during pre-planning to communicate expectations and best practices.</p> <p>Teachers will document clear learning goals and activities on the common board configuration and lesson plans.</p> <p>School-based administrators will support and monitor implementation.</p>	<p>4B.1. Administration, RCS, District Staffing Specialists, Language Arts and Reading Teachers</p>	<p>4B.1. Professional Learning Communities and student data.</p>	<p>4B.1. Measured by classroom observation data, lesson plan documentation, coach's logs, informal assessments, Professional Learning Community documentation and FAA.</p>		
<p><u>Reading Goal #4B:</u> Students in the lowest 25% making learning gains on the Florida Alternate Assessment will increase at least 100% from 0% to 100%.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					

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	0% [4] of students in the lowest quartile made learning gains in reading.	100% [4] of students in the lowest quartile will make learning gains in reading.					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	

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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	Proficient: 47% Not Proficient: 53%	Proficient: 52% Not Proficient: 48%	Proficient: 57% Not Proficient: 43%	Proficient: 62% Not Proficient: 38%	Proficient: 67% Not Proficient: 33%	Proficient: 72% Not Proficient: 28%
<u>Reading Goal #5A:</u> Student performance targets will focus on increasing the proportion of students scoring at levels 3 and above and reducing the proportion of students scoring at levels 1 and 2 by 50% over six years.							
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		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. Student achievement will improve when teachers utilize guided practice as a part of the "Gradual Release Instructional Model".</p>	<p>5B.1. School-based leadership team will meet with teachers during pre-planning to communicate expectations and review components of the "Gradual Release Instructional Model".</p> <p>Teachers will document components of the "Gradual Release Instructional Model" on the common board configuration and lesson plans.</p> <p>Reading Coach will provide targeted support to teachers through the utilization of the coaching cycle.</p> <p>School-based administrators will support and monitor implementation.</p>	<p>5B.1. School-based administrators Reading Coach Language Arts and Reading Teachers</p>	<p>5B.1. Professional Learning Communities and student data.</p>	<p>5B.1. Measured by classroom observation data, lesson plan documentation, coach's logs, formative assessment data, Professional Learning Community documentation, and FCAT 2.0 data.</p>		
<p><u>Reading Goal #5B:</u></p> <p>All sub groups were making satisfactory progress in reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 66% Black: 48% Hispanic:42% Asian:78% American Indian:57%</p>	<p>White:71% Black:53% Hispanic:47% Asian:83% American Indian:62%</p>					

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		<p>5B.2. Student achievement will improve when teachers utilize data to drive instruction in reading classes.</p>	<p>5B.2. Reading Coach will provide professional development to new teachers on the utilization of data to drive small group, differentiated instruction.</p> <p>Reading Coach, in collaboration with school-based administrators, will conduct weekly data meetings with teachers.</p> <p>School-based administrators will support and monitor implementation.</p>	<p>5B.2. School-based administrators Reading Coach Language Arts and Reading Teachers</p>	<p>5B.2. Professional Learning Communities and student data.</p>	<p>5B.2. Measured by classroom observation data, lesson plan documentation, coach's logs, formative assessment data, Professional Learning Community documentation, and FCAT 2.0 data.</p>	
		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		
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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. Student achievement will improve when teachers utilize guided practice as a part of the "Gradual Release Instructional Model".</p>	<p>5C.1. School-based leadership team will meet with teachers during pre-planning to communicate expectations and review components of the "Gradual Release Instructional Model".</p> <p>Teachers will document components of the "Gradual Release Instructional Model" on the common board configuration and lesson plans.</p> <p>Reading Coach will provide targeted support to teachers through the utilization of the coaching cycle.</p>	<p>5C.1. School-based administrators Reading Coach</p>	<p>5C.1. Professional Learning Communities and student data.</p>	<p>5C.1. Measured by classroom observation data, lesson plan documentation, coach's logs, formative assessment data, Professional Learning Community documentation, and FCAT 2.0 data.</p>		
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		School-based administrators will support and monitor implementation.					
Reading Goal #5C: Students identified as ELL scoring below reading proficiency on FCAT 2.0 will make progress in reading by at least 10% from 52% to 62%.	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance:*</u>					
	52% of ELL students did not meet satisfactory progress in reading.	62% of ELL students will make satisfactory progress in reading.					
		5C.2. Student achievement will improve when teachers utilize data to drive instruction in reading classes.	5C.2. Reading Coach will provide professional development to new teachers on the utilization of data to drive small group, differentiated instruction. Reading Coach, in collaboration with school-based administrators, will conduct weekly data meetings with teachers. School-based administrators will support and monitor implementation.	5C.2. School-based administrators Reading Coach	5C.2. Professional Learning Communities and student data.	5C.2. Measured by classroom observation data, lesson plan documentation, coach's logs, formative assessment data, Professional Learning Community documentation, and FCAT 2.0 data.	

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		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Student achievement will improve when teachers utilize guided practice as a part of the "Gradual Release Instructional Model".</p>	<p>5D.1. School-based leadership team will meet with teachers during pre-planning to communicate expectations and review components of the "Gradual Release Instructional Model".</p> <p>Teachers will document components of the "Gradual Release Instructional Model" on the common board configuration and lesson plans.</p> <p>Reading Coach will provide targeted support to teachers through the utilization of the coaching cycle.</p>	<p>5D.1. School-based administrators Reading Coach</p>	<p>5D.1. Professional Learning Communities and student data.</p>	<p>5D.1. Measured by classroom observation data, lesson plan documentation, coach's logs, formative assessment data, Professional Learning Community documentation, and FCAT 2.0 data.</p>		
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		School-based administrators will support and monitor implementation.					
Reading Goal #5D:	<u>2012 Current</u>	<u>2013</u>					
Students identified as SWD scoring below reading proficiency on FCAT 2.0 will make progress in reading by at least 10% from 42% to 52%.	<u>Level of Performance:*</u>	<u>Expected</u>					
		<u>Level of Performance:*</u>					
	42% of SWD students did not meet satisfactory progress in reading.	52% of SWD students will make satisfactory progress in reading.					
		5D.2. Student achievement will improve when teachers utilize data to drive instruction in reading classes.	5D.2. Reading Coach will provide professional development to new teachers on the utilization of data to drive small group, differentiated instruction. Reading Coach, in collaboration with school-based administrators, will conduct weekly data meetings with teachers. School-based administrators will support and monitor implementation.	5D.2. School-based administrators Reading Coach	5D.2. Professional Learning Communities and student data.	5D.2. Measured by classroom observation data, lesson plan documentation, coach's logs, formative assessment data, Professional Learning Community documentation, and FCAT 2.0 data.	

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		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Student achievement will improve when teachers utilize guided practice as a part of the "Gradual Release Instructional Model".</p>	<p>5E.1. School-based leadership team will meet with teachers during pre-planning to communicate expectations and review components of the "Gradual Release Instructional Model".</p> <p>Teachers will document components of the "Gradual Release Instructional Model" on the common board configuration and lesson plans.</p> <p>Reading Coach will provide targeted support to teachers through the utilization of the coaching cycle.</p>	<p>5E.1. School-based administrators Reading Coach</p>	<p>5E.1. Professional Learning Communities and student data.</p>	<p>5E.1. Measured by classroom observation data, lesson plan documentation, coach's logs, formative assessment data, Professional Learning Community documentation, and FCAT 2.0 data.</p>		
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		School-based administrators will support and monitor implementation.					
Reading Goal #5E: Students identified as Economically Disadvantaged scoring below reading proficiency on FCAT 2.0 will make progress in reading by at least 10% from 56% to 66%.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	56% of ED students did not meet satisfactory progress in reading.	66% of ED students will make satisfactory progress in reading.					
		5E.2. Student achievement will improve when teachers utilize data to drive instruction in reading classes.	5E.2. Reading Coach will provide professional development to new teachers on the utilization of data to drive small group, differentiated instruction. Reading Coach, in collaboration with school-based administrators, will conduct weekly data meetings with teachers. School-based administrators will support and monitor implementation.	5E.2. School-based administrators Reading Coach	5E.2. Professional Learning Communities and student data.	5E.2. Measured by classroom observation data, lesson plan documentation, coach's logs, formative assessment data, Professional Learning Community documentation, and FCAT 2.0 data.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional Focus Calendars Reading and Writing	9-12 LA/Reading	Reading Coach District Personnel	Language Arts and Reading	August 9 th and August 14 th	Follow Up Professional Development	Reading Coach School-Based Administrators
FCIM Implementation	9-12 Language Arts	Reading Coach	Language Arts and Reading Teachers	Monthly during PLC Meetings	Lesson Plans, Walkthroughs	Reading Coach, School-Based Administrators
Comprehensive Instructional Sequence Model	9-12 LA/Reading	Reading Coach District Personnel	Language Arts and Reading Teachers	Specific PD Days	Lesson Plans, Walkthroughs	Reading Coach, School-Based Administrators
Differentiated Instruction	9-12 LA/Reading	Reading Coach	Language Arts and Reading Teachers	Specific PD Days & Demonstration Classroom Schedule	Lesson Plans, Walkthroughs Demonstration Classroom	Reading Coach, School-Based Administrators
Vocabulary Across the Curriculum	9-12 All Content	Instructional Coaches	All Content Areas	Specific PD Days	Lesson Plans, Walkthroughs	Instructional Coaches School-Based Administrators
Deconstructing Benchmarks-NGSSS and Common Core	9-12 LA/Reading	Reading Coach	Language Arts and Reading Teachers	Monthly during PLC Meetings	Lesson Plans, Walkthroughs	Reading Coach, School-Based Administrators
Providing Rigorous Instruction	9-12 LA/Reading	Reading Coach	Language Arts and Reading Teachers	Specific PD Days	Lesson Plans, Walkthroughs	Reading Coach, School-Based Administrators

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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
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 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. A large percentage of the school's ELL population is at the Non-English/Limited English Level. This will improve when teachers provide opportunities for the students to practice their English Language skills.	1.1. Students are assigned to the appropriate level of English/ESOL instruction determined by their individual test results. Teachers will utilize their weekly PLC to coordinate and implement strategies to increase Students exposure to and practice of the English Language. Teachers will make appropriate accommodation to the Sunshine state standards so that instruction is comprehensible and meaningful to the students.	1.1. Administration, ESOL Educational Specialist ESOL Teachers	1.1. All ESOL/English Teachers will use Benchmarks and test item specifications in their lesson planning that promote student understanding and demonstrate mastery of the skill.	1.1. Measured by teacher observation, data, Lesson plans PLC documentation, CELLA results, Teachers exams and Student re-evaluations.	

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<p><u>CELLA Goal #1:</u> Based upon the April 2012 CELLA administration 65% of the school's ELL population scored below the proficiency level. The goal is to decrease this by 10%</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p><i>35% {148}</i></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
<p>Students read grade-level text in English in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	

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<p>2. Students scoring proficient in reading.</p>	<p>2.1. a. Student achievement will improve when teachers utilize guided practice as a part of the "Gradual Release Instructional Model".</p> <p>2.1.b. Student achievement will improve when teachers use data to drive instruction in the Developmental ESOL Class.</p> <p>2.1.c. Student achievement will improve when teachers make appropriate accommodations to the standards to make instruction comprehensible for the ELL students.</p> <p>2.1.d. Student achievement will improve when Heritage Language Paraprofessionals are utilized in the classrooms to provide individual help to Limited English students.</p> <p>2.1.e. Student achievement will improve when teachers provide opportunities for development of vocabulary and dictionary skills.</p>	<p>2.1. School-based leadership team will meet with teachers during pre-planning to communicate expectations and review components of the "Gradual Release Instructional Model".</p> <p>Teachers will document components of the "Gradual Release Instructional Model" on the common board configuration and lesson plans.</p> <p>The ESOL Educational Specialist will provide targeted support to teachers through the utilization of the coaching cycle.</p> <p>School-based administrators will support and monitor implementation.</p>	<p>2.1. Administration, ESOL Educational Specialist ESOL Teachers</p>	<p>2.1. . All Esol/English Teachers will use Benchmarks and test item specifications in their lesson planning that promote student understanding and demonstrate mastery of the skill.</p>	<p>2.1. Measured by teacher observation, data, Lesson plans PLC documentation, CELLA results, Teachers exams and Student re-evaluations.</p>	
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<p><u>CELLA Goal #2:</u> Based upon the April 2012 administration of the CELLA Exam 83% of the school's ELL Population scored below the proficiency Level. The goal is to increase this by 10%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p><i>17% [72]</i></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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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	
<p>3. Students scoring proficient in writing.</p>	<p>2.1. a. Student achievement will increase when teachers provide weekly writing prompts in an effort to provide adequate practice of English writing.</p> <p>2.1.b. Student achievement will improve when teachers develop and utilize a common rubric for scoring writing samples.</p> <p>2.1.c. Student achievement will improve when teachers provide opportunities for development of vocabulary and dictionary skills.</p>	<p>2.1. Teachers will utilize PLC planning time to develop common rubrics for evaluation the progress of the ELL students.</p> <p>Teachers will also use PLC time to develop strategies to promote vocabulary development, Grammar skills and sentence structure issues sure as run on sentences and comma splices</p> <p>The ESOL Educational Specialist will provide targeted support to teachers through the utilization of the coaching cycle.</p> <p>School-based administrators will support and monitor implementation</p>	<p>2.1. Administration, ESOL Educational Specialist ESOL Teachers</p>	<p>2.1. All Esol/English Teachers will use Benchmarks and test item specifications in their lesson planning that promote student understanding and demonstrate mastery of the skill.</p> <p>Utilize common rubrics to score writing samples</p>	<p>2.1.Measured by teacher observation, PLC documentation, lesson Plans, Weekly writing samples, Florida writes, and Cella.</p>	
<p><u>CELLA Goal #3:</u> Based upon the April 2012 Administration of the CELLA exam 73% of the school's ELL population scored below the proficiency Level. The goal is to decrease this number by 10%</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					

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	<i>27% [115]</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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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
(21 st Century) Sheltered SIOB	Students are grouped by level and provided with supplemental materials.	Federal Grant	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
(Project F.A.S.T.)	53 netbooks	Multicultural Ed.	
30 laptops	Rosetta Stone	Multicultural Ed.	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
A+ Rise	ESOL Educational Specialist provides inservice on a variety related themes.		
ESOL Inservice for staff through PLCs			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

June 2012

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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	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	

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<p>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>1.1. Student achievement will improve when teachers provide rigorous core instruction which is aligned with the Access Points standards, NGSSS and IEP.</p>	<p>1.1. Teachers will provide rigorous core instruction aligned with the benchmarks, IEP goals as evidenced by classroom observation and lesson plans. School-based administrators will monitor teachers' implementation of rigorous instruction.</p>	<p>1.1. School Administrators</p>	<p>1.1. Student performances on informal assessments demonstrate improvement.</p>	<p>1.1. Measured by classroom observation data, informal assessments, Florida Alternate Assessment (FAA).</p>		
<p>Mathematics Goal #1: Students scoring between Levels 4 – 6 on the Florida Alternate Assessment will increase at least 10% from 27% to 37%.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>27% [4]</p>	<p>37% [6]</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	

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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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1. Student achievement will improve when teachers provide rigorous core instruction which is aligned with the Access Points standards, NGSSS and IEP.	2.1. Teachers will provide rigorous core instruction aligned with the benchmarks, IEP goals as evidenced by classroom observation and lesson plans. School-based administrators will monitor teachers’ implementation of rigorous instruction.	2.1. School Administrators,	2.1. Student performances on informal mini-assessments demonstrate improvement	2.1. Measured by classroom observation, data, informal mini-assessments, Florida Alternate Assessment (FAA).		

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Mathematics Goal #2: Students scoring at or above Level 7 on the Florida Alternate Assessment will increase at least 10% from 33% to 43%.	2012 Current Level of Performance: *	2013 Expected Level of Performance:*					
	33% [5]	43% [6]					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	<p>3.1. Student achievement will improve when ESE teachers provide data-driven, small-group differentiated instruction based on access points, NGSSS IEP and core lessons.</p>	<p>3.1. School-based administrators will continue to collaborate with teachers during Professional Learning Communities to analyze various types of data and form small groups.</p> <p>School-based administrators will monitor teachers' implementation of data-driven, small group, differentiated instruction.</p>	<p>3.1. School-Based Administrators</p>	<p>3.1. Student performances on informal mini-assessments demonstrate improvement.</p>	<p>3.1. Measured by classroom observation, data, informal mini-assessment and Florida Alternate Assessment (FAA).</p>		
<p><u>Mathematics Goal #3:</u> Students making learning gains on the Florida Alternate Assessment will increase at least 10% from 40% to 50%.</p>	<p><u>2012 Current Level of Performance:</u> *</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>40% [5]</p>	<p>50% [8]</p>					

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		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4.1. Student achievement will improve when ESE teachers provide data-driven, small group differentiated instruction aligned with Access points, NGSSS, IEP and core lessons.</p>	<p>4.1. School-based administrators will continue to collaborate with teachers during Professional Learning Communities to analyze various types of data and form small groups.</p> <p>School-based administrators will monitor teachers' implementation of data-driven, small group, differentiated instruction.</p>	<p>4.1. School Based Administrators</p>	<p>4.1. Student performances on informal mini-assessments demonstrate improvement.</p>	<p>4.1. Measured by classroom observation, data, informal mini-assessment, Florida Alternate Assessment (FAA).</p>		
<p><u>Mathematics Goal #4:</u> Students in the lowest 25% making learning gains on the Florida Alternate Assessment will increase at least 10% from 25% to 35%.</p>	<p><u>2012 Current Level of Performance:</u> *</p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	25% [1]	35% [1]					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

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		

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<p>1. Students scoring at Achievement Level 3 in Algebra 1.</p>	<p>1.1. Student achievement will improve when teachers provide rigorous core instruction which is aligned with the Next Generation Sunshine State Standards.</p>	<p>1.1. Teachers will provide rigorous core instruction aligned with the benchmarks as evidenced by classroom observation and lesson plans. Mathematics Coach will model rigorous lessons for teachers in need of additional support. School-based administrators will monitor teachers' implementation of rigorous instruction</p>	<p>1.1. Mathematics Coach School Administrators</p>	<p>1.1. Student performances on mini-assessments demonstrate improvement.</p>	<p>1.1. FCIM Mini-Assessments</p>		
<p><u>Algebra 1 Goal #1:</u> Students scoring at or above proficiency on the Algebra 1 EOC will increase at least 10% from 19% to 29%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	19% [71]	29% [109]					
		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		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</p>	<p>2.1. Student achievement will improve when teachers provide rigorous core instruction which is aligned with the Next Generation Sunshine State Standards.</p>	<p>2.1. Teachers will provide rigorous core instruction aligned with the benchmarks as evidenced by classroom observation and lesson plans. Mathematics Coach will model rigorous lessons for teachers in need of additional support. School-based administrators will monitor teachers' implementation of rigorous instruction</p>	<p>2.1. Mathematics Coach School Administrators</p>	<p>2.1. Student performances on mini-assessments demonstrate improvement.</p>	<p>2.1. FCIM Mini-Assessments</p>		
<p><u>Algebra Goal #2:</u> Students scoring at or above level 4 on the Algebra 1 EOC will increase at least 10% from 2% to 12%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	2% [7]	12% [45]					
		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 The achievement gap is 62%	Proficient: 19% Non-Proficient: 81%	Proficient: 22% Non-Proficient: 78%	Proficient: 25% Non-Proficient: 75%	Proficient: 28% Non-Proficient: 72%	Proficient: 31% Non-Proficient: 69%	Proficient: 35% Non-Proficient: 65%
<u>Algebra 1 Goal #3A:</u> The school will focus on increasing the proportion of students scoring at levels 3 and above by 50% over the next six years.							
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		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</p>	<p>3B.1. Student achievement will improve when Geometry teachers provide data-driven, small-group differentiated instruction based on core lessons</p>	<p>3B.1. Mathematics coach and school based administrators will continue to collaborate with teachers during Professional Learning Communities to analyze various types of data and form small groups.</p> <p>School-based administrators, in collaboration with the Mathematics Coach will identify and develop a demonstration classroom for differentiated instruction.</p> <p>The Mathematics Coach will support teachers through the use of the demonstration classroom and the coaching cycle.</p> <p>School-based administrators will monitor teachers' implementation of data-driven, small group, differentiated instruction.</p>	<p>3B.1. School-Based Administrators Mathematics Coach</p>	<p>3B.1. Student performances on mini-assessments demonstrate improvement.</p>	<p>3B.1. FCIM Mini-Assessments</p>		
<p><u>Algebra 1 Goal #3B:</u> Students identified in each subgroup scoring below proficiency on the Algebra 1 EOC will decrease by 10% each.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 72% Black: 81% Hispanic: 82% Asian: 67% American Indian: 100%</p>	<p>White: 62% Black: 71% Hispanic: 72% Asian: 57% American Indian: 90%</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	

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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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</p>	<p>3C.1. Student achievement will improve when Algebra 1 teachers provide data-driven, small-group differentiated instruction based on core lessons</p>	<p>3C.1. Mathematics coach and school based administrators will continue to collaborate with teachers during Professional Learning Communities to analyze various types of data and form small groups.</p> <p>School-based administrators, in collaboration with the Mathematics Coach will identify and develop a demonstration classroom for differentiated instruction.</p> <p>The Mathematics Coach will support teachers through the use of the demonstration classroom and the coaching cycle.</p>	<p>3C.1. School-Based Administrators Mathematics Coach</p>	<p>3C.1. Student performances on mini-assessments demonstrate improvement.</p>	<p>3C.1. FCIM Mini-Assessments</p>		
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		School-based administrators will monitor teachers' implementation of data-driven, small group, differentiated instruction.					
Algebra 1 Goal #3C: Students identified as ELL scoring below proficiency on the Algebra 1 EOC will decrease from 97% to 87%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	97% [93]	87% [83]					
		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		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</p>	<p>3D.1. Student achievement will improve when Algebra 1 teachers provide data-driven, small-group differentiated instruction based on core lessons</p>	<p>3D.1. Mathematics coach and school based administrators will continue to collaborate with teachers during Professional Learning Communities to analyze various types of data and form small groups.</p> <p>School-based administrators, in collaboration with the Mathematics Coach will identify and develop a demonstration classroom for differentiated instruction.</p> <p>The Mathematics Coach will support teachers through the use of the demonstration classroom and the coaching cycle.</p>	<p>3D.1. School-Based Administrators Mathematics Coach</p>	<p>3D.1. Student performances on mini-assessments demonstrate improvement.</p>	<p>3D.1. FCIM Mini-Assessments</p>		
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		School-based administrators will monitor teachers' implementation of data-driven, small group, differentiated instruction.					
Algebra 1 Goal #3D: Students identified as SWD scoring below proficiency on the Algebra 1 EOC will decrease from 89% to 79%.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	89% [39]	79% [35]					
		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		
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<p>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</p>	<p>3E.1. Student achievement will improve when Algebra 1 teachers provide data-driven, small-group differentiated instruction based on core lessons</p>	<p>3E.1. Mathematics coach and school based administrators will continue to collaborate with teachers during Professional Learning Communities to analyze various types of data and form small groups.</p> <p>School-based administrators, in collaboration with the Mathematics Coach will identify and develop a demonstration classroom for differentiated instruction.</p> <p>The Mathematics Coach will support teachers through the use of the demonstration classroom and the coaching cycle.</p>	<p>3E.1. School-Based Administrators Mathematics Coach</p>	<p>3E.1. Student performances on mini-assessments demonstrate improvement.</p>	<p>3E.1. FCIM Mini-Assessments</p>		
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		School-based administrators will monitor teachers' implementation of data-driven, small group, differentiated instruction.					
Algebra 1 Goal #3E: Students identified as ED scoring below proficiency on the Algebra 1 EOC will decrease from 83% to 73%.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	83% [250]	73% [220]1.					
		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		

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<p>1. Students scoring at Achievement Level 3 in Geometry.</p>	<p>1.1. Student achievement will improve when teachers provide rigorous core instruction which is aligned with the Next Generation Sunshine State Standards.</p>	<p>1.1. Teachers will provide rigorous core instruction aligned with the benchmarks as evidenced by classroom observation and lesson plans. Mathematics Coach will model rigorous lessons for teachers in need of additional support. School-based administrators will monitor teachers' implementation of rigorous instruction</p>	<p>1.1. Mathematics Coach School Administrators</p>	<p>1.1. Student performances on mini-assessments demonstrate improvement.</p>	<p>1.1. FCIM Mini-Assessments</p>		
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<p><u>Geometry Goal #1:</u> Students scoring at or above proficiency on the Geometry EOC will increase at least 10% from 56% to 66%. <i>For baseline year, the upper and middle third will be considered proficiency.</i></p>	<p><u>2012 Current</u> <u>Level of</u> <u>Performance:*</u></p>	<p><u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance:*</u></p>					
	<p>56% [338]</p>	<p>66% [399]</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1. Student achievement will improve when teachers provide rigorous core instruction which is aligned with the Next Generation Sunshine State Standards.</p>	<p>2.1. Teachers will provide rigorous core instruction aligned with the benchmarks as evidenced by classroom observation and lesson plans. Mathematics Coach will model rigorous lessons for teachers in need of additional support. School-based administrators will monitor teachers' implementation of rigorous instruction</p>	<p>2.1. Mathematics Coach School Administrators</p>	<p>2.1. Student performances on mini-assessments demonstrate improvement.</p>	<p>2.1. FCIM Mini-Assessments</p>		
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<p><u>Geometry Goal #2:</u> Students scoring at or above proficiency on the Geometry EOC will increase at least 10% from 28% to 38%. <i>For baseline year, the upper third will be considered proficiency.</i></p>	<p><u>2012 Current</u> <u>Level of</u> <u>Performance:*</u></p>	<p><u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance:*</u></p>					
	<p>28% [169]</p>	<p>38% [230]</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 2010-2011 The achievement gap is 12%	Proficient: 56% Non-Proficient: 44%	Proficient: 59% Non-Proficient: 41%	Proficient: 62% Non-Proficient: 38%	Proficient: 65% Non-Proficient: 35%	Proficient: 68% Non-Proficient: 32%	
<u>Geometry Goal #3A:</u> The school will focus on increasing the proportion of students scoring at levels 3 and above by 50% over the next six years.							
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		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. Student achievement will improve when Geometry teachers provide data-driven, small-group differentiated instruction based on core lessons</p>	<p>3B.1. Mathematics coach and school based administrators will continue to collaborate with teachers during Professional Learning Communities to analyze various types of data and form small groups.</p> <p>School-based administrators, in collaboration with the Mathematics Coach will identify and develop a demonstration classroom for differentiated instruction.</p> <p>The Mathematics Coach will support teachers through the use of the demonstration classroom and the coaching cycle.</p>	<p>3B.1. School-Based Administrators Mathematics Coach</p>	<p>3B.1. Student performances on mini-assessments demonstrate improvement.</p>	<p>3B.1. FCIM Mini-Assessments</p>		
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		School-based administrators will monitor teachers' implementation of data-driven, small group, differentiated instruction.					
Geometry Goal #3B: Students identified in each subgroup scoring below proficiency on the Geometry EOC will decrease by 10% each. For baseline year, the upper third will be considered proficiency.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: 24% Black: 45% Hispanic: 47% Asian: 36% American Indian: 0%	White: 14% Black: 35% Hispanic: 37% Asian: 26% American Indian: 0%					
		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		
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<p>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</p>	<p>3C.1. Student achievement will improve when Geometry teachers provide data-driven, small-group differentiated instruction based on core lessons</p>	<p>3C.1. Mathematics coach and school based administrators will continue to collaborate with teachers during Professional Learning Communities to analyze various types of data and form small groups.</p> <p>School-based administrators, in collaboration with the Mathematics Coach will identify and develop a demonstration classroom for differentiated instruction.</p> <p>The Mathematics Coach will support teachers through the use of the demonstration classroom and the coaching cycle.</p>	<p>3C.1. School-Based Administrators Mathematics Coach</p>	<p>3C.1. Student performances on mini-assessments demonstrate improvement.</p>	<p>3C.1. FCIM Mini-Assessments</p>		
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		School-based administrators will monitor teachers' implementation of data-driven, small group, differentiated instruction.					
Geometry Goal #3C: Students identified as ELL scoring below proficiency on the Geometry EOC will decrease from 21% to 11%. For baseline year, the upper third will be considered proficiency.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	21% [13]	11% [7].					
		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		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</p>	<p>3D.1. Student achievement will improve when Geometry teachers provide data-driven, small-group differentiated instruction based on core lessons</p>	<p>3D.1. Mathematics coach and school based administrators will continue to collaborate with teachers during Professional Learning Communities to analyze various types of data and form small groups.</p> <p>School-based administrators, in collaboration with the Mathematics Coach will identify and develop a demonstration classroom for differentiated instruction.</p> <p>The Mathematics Coach will support teachers through the use of the demonstration classroom and the coaching cycle.</p>	<p>3D.1. School-Based Administrators Mathematics Coach</p>	<p>3D.1. Student performances on mini-assessments demonstrate improvement.</p>	<p>3D.1. FCIM Mini-Assessments</p>		
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		School-based administrators will monitor teachers' implementation of data-driven, small group, differentiated instruction.					
Geometry Goal #3D: Students identified as SWD scoring below proficiency on the Geometry EOC will decrease from 44% to 34%. For baseline year, the upper third will be considered proficiency.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	44% [28].	34% [22].					
		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		
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<p>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</p>	<p>3E.1. Student achievement will improve when Geometry teachers provide data-driven, small-group differentiated instruction based on core lessons</p>	<p>3E.1. Mathematics coach and school based administrators will continue to collaborate with teachers during Professional Learning Communities to analyze various types of data and form small groups.</p> <p>School-based administrators, in collaboration with the Mathematics Coach will identify and develop a demonstration classroom for differentiated instruction.</p> <p>The Mathematics Coach will support teachers through the use of the demonstration classroom and the coaching cycle.</p>	<p>3E.1. School-Based Administrators Mathematics Coach</p>	<p>3E.1. Student performances on mini-assessments demonstrate improvement.</p>	<p>3E.1. FCIM Mini-Assessments</p>		
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		School-based administrators will monitor teachers' implementation of data-driven, small group, differentiated instruction.					
Geometry Goal #3E: Students identified as ED scoring below proficiency on the Geometry EOC will decrease from 57% to 47%. For baseline year, the upper third will be considered proficiency.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57% [246].	47% [203].					
		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						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
Providing Rigorous Instruction	9-12	Mathematics Coach	Mathematics Teachers	Specific PD Days	Lesson Plans, Walkthroughs	Mathematics Coach, School-Based Administrators
Deconstructing Benchmarks	9-12	Mathematics Coach	Algebra 1 & Geometry Teachers	Monthly during PLC Meetings	Lesson Plans, Walkthroughs	Mathematics Coach, School-Based Administrators
Differentiated Instruction	9-12	Mathematics Coach	Mathematics Teachers	Specific PD Days & Demonstration Classroom Schedule	Lesson Plans, Walkthroughs Demonstration Classroom	Mathematics Coach, School-Based Administrators
FCIM Implementation	9-12	Mathematics Coach	Algebra 1 & Geometry Teachers	Monthly during PLC Meetings	Lesson Plans, Walkthroughs	Mathematics Coach, School-Based Administrators

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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
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 Mathematics Goals

June 2012

Rule 6A-1.099811

Revised August 15, 2012 V. 8101

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

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		

June 2012

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

<p>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p>	<p>1.1. Student achievement will improve when teachers utilize Access Points, NGSSS and IEP to align the complexity level of the Standard with instruction.</p>	<p>1.1. Teachers will utilize Professional Learning Community on a weekly basis to deconstruct and unwrap the Access Points curriculum.</p> <p>All teachers will implement lessons that are aligned with the complexity level of the Access Points , NGSSS and IEP.</p> <p>Planit will be used for lesson planning to aid teachers in sharing lesson plans and examining cognitive level in their own lessons.</p> <p>School-based administrators will support and monitor</p>	<p>1.1. School-based administrators,</p>	<p>1.1 Teachers will utilize Access Points complexity levels and IEP goals to plan lesson plans that promote student understanding of the Benchmarks. Higher order questions stems will be integrated in daily instruction and assessments.</p>	<p>1.1. Measured by Professional Development documentation, classroom observation ,data, lesson plan documentation, Professional Learning Communities documentation, informal mini-assessments, Florida Alternate Assessment (FAA).</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		implementation.					
<u>Science Goal #1:</u> Students achieving proficiency (Alternate Assessment Level 4, 5, or 6) in science will increase at least 10% from 66.7% to 77.7%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	66.7% [4] scoring at level 4, 5, or 6 in science.	77.7% [5] scoring at level 4, 5, or 6 in science.					
		1.2. Student improvement will improve when teachers implement all components of the Florida Continuous Improvement Model (Plan, Do, Check, Act)	1.2. All teachers will implement mini-lessons, and informal mini-assessments within instruction. Teachers will utilize data from informal mini-assessments and Access Points to monitor student progress.	1.2. School –based administrators	1.2. Teachers will utilize a department-wide continuous improvement model. Month to month student data will be analyzed and displayed on a Data Wall.	1.2. Measured by Professional Development documentation, data chat documentation, achievement data, and Florida Alternate Assessment (FAA).	
		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		

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

<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2.1. Student achievement will improve when teachers utilize Access Points,NGSSS and IEP to align the complexity level of the Standards with instruction.</p>	<p>2.1. Teachers will utilize Professional Learning Community on a weekly basis to deconstruct and unwrap the Access Points Standards.</p> <p>All teachers will implement lessons that are aligned with the complexity level of the Access Points and students' IEP.</p> <p>Planit will be used for lesson planning to aid teachers in sharing lesson plans and examining cognitive level in their own lessons.</p> <p>School-based administrators will support and monitor</p>	<p>2.1. School-based administration, RCS, Teachers</p>	<p>2.1. All ESE science teachers will utilize Test Item Specifications and Benchmark complexity levels to plan lessons that promote student understanding of Benchmarks. Higher order question stems will be integrated in daily instruction and assessments.</p>	<p>2.1. Measured by Professional Development documentation, District-Wide Trainings, classroom observation ,data, lesson plan documentation, Professional Learning Communities documentation, (Florida Alternate Assessment (FAA).</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		implementation.					
Science Goal #2:	2012 Current	2013 Expected					
Students achieving proficiency (Alternate Assessment Level 7) in science will increase at least 10% from 16.7% to 26.7%.	Level of Performance:*	Level of Performance:*					
	16.7% [1] scoring at level 7 in reading.	26.7% [2] scoring at level 7 in reading.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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						

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1. Students scoring at Achievement Level 3 in Biology 1. (Lowest third)</p>	<p>1.1. Student achievement will improve when teachers utilize the NGSSS to align the complexity level of the Standards with instruction.</p>	<p>1.1. a. Teachers will utilize PLC on a weekly basis to deconstruct and unwrap the NGSSS.</p> <p>1.1. b. Demonstration classrooms will be implemented to model instruction that is aligned with the complexity level of the Benchmarks.</p> <p>1.1. c. All teachers will implement lessons that are aligned with the complexity level of the NGSSS.</p> <p>1.1. d. PlanIt will be used for lesson planning to aid teachers in sharing lesson plans and examining cognitive level in their own lessons.</p>	<p>1.1. Administration, Science Coach, and Science Teachers</p>	<p>1.1. Data analysis on student performances on mini-assessments will demonstrate improvement, as well as comparison data taken from baseline and midyear assessments.</p>	<p>1.1. Measured by Professional Development documentation, classroom observation data, lesson plan documentation, coach's logs, Professional Learning Communities documentation, End of Quarter (EOQ) Examination, and the Biology End-of-Course (EOC) Examination.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.1. e. Higher order question stems will be integrated in daily instruction and assessments.</p> <p>1.1. f. School-based administrators will support and monitor implementation.</p>					
<p><u>Biology 1 Goal #1:</u> Based on the Spring 2012 Biology EOC Assessment District Report of Schools, 31% [170] of all students that took the Biology EOC were identified in the lowest third reporting category. The goal is to decrease this number by 10%.</p> <p>*Note Baseline Biology EOC reports is given in thirds as reporting categories.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>31% [170]</p>	<p>21% [115]</p>					

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		<p>1.2. Student achievement will improve when teachers implement all components of the Florida Continuous Improvement Model (Plan, Do, Check, Act).</p>	<p>1.2. a. Science Coach, in collaboration with biology teachers, will develop an instructional focus calendar and mini-lessons.</p> <p>1.2. b. Science Coach, in collaboration with science lead teachers, will develop mini-assessments that match the complexity level of the Standards.</p> <p>1.2. c. All teachers will implement the IFC, mini-lessons, and mini assessments within instruction.</p> <p>1.2. d. Teachers will utilize data from mini-assessments and district Benchmark exams to monitor student progress and provide ongoing remediation and enrichment through small group instruction.</p> <p>1.2. e. Teachers will conduct data chats with students to set goals for academic achievement.</p> <p>1.2. f. School-based administrators will support and monitor implementation.</p>	<p>1.2. Administration, Science Coach, and Biology Teachers</p>	<p>1.2. Teachers will utilize a department-wide continuous improvement model. Month to month student data will be analyzed and displayed on a Data Wall.</p>	<p>1.2. Measured by Professional Development documentation, coaches' logs, data chat documentation, student achievement data, and the Biology End of Course (EOC) Examination.</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1.3. Student achievement will improve when teachers implement higher order thinking questions used to promote student accountable talk during instruction.	1.3. a. Teachers will utilize PLC to plan lessons that incorporate higher order thinking questions. 1.3. b. Teachers will utilize higher order thinking questions in daily instruction. 1.3. c. School-based administrators will support and monitor the utilization of higher order thinking questions.	1.3. Administration, Science Coach, and Science Teachers	1.3. Assessments will utilize higher level questions and students' academic growth will be used to determine effectiveness.	1.3. Measured by classroom observation data, lesson plan documentation, coach's logs, formative assessment data, End of Quarter (EOQ) Examinations, Professional Learning Community documentation, and the Biology End of Course (EOC) Examination.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1. (middle and highest third)</p>	<p>2.1. Student achievement will improve when teachers state clear learning goals aligned with the NGSSS.</p>	<p>2.1. a. Teachers will utilize PLC to identify essential learning goals.</p> <p>2.2. b. Teachers will post learning goal utilizing a Common Board Configuration.</p> <p>2.2. c. Teachers will refer to and integrate learning goal during instruction.</p> <p>2.1. d. School-based administrators will support and monitor implementation.</p>	<p>2.1. Administration, Science Coach, and Science Teachers</p>	<p>2.1 Classroom walkthroughs and observations.</p>	<p>2.1. Comparison data between baseline and midyear, End of Quarter (EOQ) Examination, and the Biology End-of-Course (EOC) Examination.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>Biology 1 Goal #2: Based on the Spring 2012 Biology EOC Assessment District Report of Schools, 32% [175] and 37% [203] of all students that took the Biology EOC were identified in the middle and highest third reporting category (respectively). The goal is to increase this number by 5% in each category.</p> <p>*Note Baseline Biology EOC reports is given in thirds as reporting categories.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>32% [175] middle third 37% [203] highest third</p>	<p>37% [203] middle third 42% [230] highest third</p>					

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		<p>2.2. Student achievement will improve when teachers implement learning scales in their instruction.</p>	<p>2.2. a. Teachers will utilize PLCs to construct learning scales.</p> <p>2.2. b. Teachers will provide students with opportunities to continually assess their level on the learning scales as instruction progresses.</p> <p>2.2. c. Teachers will provide students with opportunities to track their learning progress.</p> <p>2.2. d. Teachers will conduct data chats with students to set goals for academic achievement.</p> <p>2.2. e. School-based administrators will support and monitor implementation.</p>	<p>2.2. Administration, Science Coach, and Science Teachers</p>	<p>2.2. Effectiveness of strategy will be determined by student motivation demonstrated by their classroom performance.</p>	<p>2.2. Data chat documentation, student achievement data, and the Biology End of Course (EOC) Examination.</p>	
		<p>2.3 Student achievement in content literacy will improve when teachers utilize the Comprehension Instructional Sequence.</p>	<p>2.3.a. Teachers will attend PD on CIS Lesson construction.</p> <p>2.3.b. Teachers will utilize PLC to construct CIS lessons and share using the Planit online lesson planning tool.</p> <p>2.3.c. Teachers will deliver planned CIS lessons and share results during PLC meetings.</p> <p>2.3.d. School-based administrators will support and monitor.</p>	<p>2.3 Administrators, Science Coach, and Science Teachers.</p>	<p>2.3 Classroom walkthroughs and observations, PLC documentation, and Planit peer reviews.</p>	<p>2.3 FCAT Reading scores.</p>	

End of Biology 1 EOC Goals

Science Professional Development

June 2012

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

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
Deconstructing the Benchmarks	All Science	Science Coach	Science PLC, all grade levels	Wednesday PLC schedule	Classroom walkthroughs, Assessment data	Administration, Science Coach, and Science Teachers
FCIM	Biology	Science Coach	Science PLC, all grade levels	Wednesday PLC schedule	Classroom walkthroughs, Student performance data	Administration, Science Coach, and Science Teachers
Accountable Talk	All Science	Science Coach	Science PLC, all grade levels	Wednesday PLC schedule	Classroom walkthroughs	Administration, Science Coach, and Science Teachers
Utilizing Learning Goals in Instruction	All Science	Science Coach	Science PLC, all grade levels	Wednesday PLC schedule	Classroom walkthroughs, Planit	Administration, Science Coach, and Science Teachers
Creating Learning Scales	All Science	Science Coach	Science PLC, all grade levels	Wednesday PLC schedule	Classroom walkthroughs, Google docs	Administration, Science Coach, and Science Teachers
CIS Lessons	All Science	Science Coach/DOE Specialists	Science PLC, all grade levels	Wednesday PLC schedule	Classroom walkthroughs, Planit	Administration, Science Coach, and Science Teachers

Science Budget (Insert rows as needed)

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

June 2012

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

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

End of Science Goals

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		

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

<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. Student achievement will improve when teachers provide explicit instruction on the writing process.</p>	<p>1A.1. Reading Coach will develop a Writing Plan to include explicit instruction of the writing process.</p> <p>School-based administrators will communicate expectations of the writing plan during pre-planning.</p> <p>Reading Coach will provide targeted support to teachers through the utilization of the coaching cycle.</p> <p>School-based administrators will support and monitor implementation.</p>	<p>1A.1. School-based administrators Reading Coach Language Arts Teachers</p>	<p>1A.1. Professional Learning Communities and student data.</p>	<p>1A.1. Measured by classroom observation data, lesson plan documentation, coach's logs, writing samples, Professional Learning Community documentation, and FCAT Writing data.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Writing Goal #1A:</u> Students achieving proficiency (FCAT Writing Level 3) will increase at least 10% from 82% to 92%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	82% [455] met proficiency in writing.	92% [510] of students will meet proficiency in writing.					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1B.1. Student achievement will improve when teachers provide explicit instruction on the writing process aligned with Access points, NGSS and IEP</p>	<p>1B.1. Teachers will utilize Professional Learning Community on a weekly basis to plan and develop lessons based on the Access Points criteria.</p> <p>Teachers will implement lessons aligned with establish Access Point criteria.</p> <p>Planit will be used for lesson planning to aid teachers in sharing lesson plans and examining cognitive level in their own lessons.</p> <p>School-based administrators will support and monitor implementation.</p>	<p>1B.1. Administration, District Staffing Specialists, Teachers.</p>	<p>1B.1. All ESE teachers will utilize Benchmark complexity, IEP to plan lessons that promote student understanding of the Benchmarks. Writing will be integrated in daily instruction and assessments.</p>	<p>1B.1. Measured by Professional Development documentation, District-Wide Trainings, classroom observation, data, lesson plan documentation, Professional Learning Communities documentation, Florida Alternate Assessment (FAA).</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Writing Goal #1B:</u> Students achieving proficiency (FCAT Alternative Assessment Writing) will increase at least 25% from 75% to 100%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>75% [3] met proficiency in writing.</p>	<p>100% [4] of students will meet proficiency in writing.</p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	

Writing Professional Development

<p>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.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>PDA and Common Core</p>	<p>10th LA</p>	<p>PDA or Reading Coach</p>	<p>10th grade Language Arts</p>	<p>Wednesday PLC schedule and as needed</p>	<p>Professional Learning Communities</p>	<p>School Based Administrators Reading Coach</p>

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

End of Writing Goals

June 2012

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

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		

June 2012

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

<p>1. Attendance</p>	<p>1.1. Excessive tardies will be reduced when a school-wide tardy policy, "In the Door is On Time" will be implemented throughout the 2012-13 school year.</p>	<p>1.1. a. School-based administrators will introduce and advertise the tardy policy including the definition of "In the Door is On Time" during Town Hall meetings, through posters across the campus, through FAST FACTS, and the school website.</p> <p>1.1. b. Teachers will be introduced to the tardy policy through the teacher handbook, during pre-planning training sessions and through the Announcements page of First Class email system.</p> <p>1.1. c. School-based administrators will post the</p>	<p>1.1. School-based administrators</p>	<p>1.1. Tardy sweeps and dean anecdotal data.</p>	<p>1.1. Pinnacle attendance reports.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>tardy policy in the parent drop off area.</p> <p>1.1. d. School-based administrators will collect anecdotal data from students who meet with the deans for excessive tardy demerits to determine if they are aware of the school-wide tardy policy and whether teachers are following the policy with fidelity.</p> <p>1.1. e. School-based administrators will create a Professional Learning Community which will be tasked with evaluating the effectiveness of the tardy policy and making changes to the plan, as needed.</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Attendance Goal #1:</u> Increase attendance rate by 3% and reduce excessive absences and tardies	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	94%	97%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	513	385					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	TBD	TBD					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
In the Door is On Time PLC focus	9-12	TBD	All staff	September 2012	Tardy sweeps and anecdotal data	School based administrators

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:			

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

End of Attendance Goals

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

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		

June 2012

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

<p>1. Suspension</p>	<p>1.1. The number of student suspensions will decrease when students who receive demerits and detentions will participate in "training sessions" to review reasons for receiving demerits.</p>	<p>1.1. Deans, in collaboration with school-based administrators will create power point training sessions. Deans will provide training sessions to students who receive multiple demerits. Deans will meet with students who received multiple demerits during the 2011-2012 school year in the first week of the 2012-2013 school year to provide them with training sessions. Intervention Assistance Team (IAT) will review discipline data of students who participate in training sessions to determine if the intervention is effective in reducing demerits and make modifications as needed. School-based administrators will support</p>	<p>1.1. Deans, School Resource Officer, Rtl Coach School-based Administrators</p>	<p>1.1. Data will be reviewed periodically to monitor the suspension rate and the rate of demerits being accrued.</p>	<p>1.1. Data reports from both Orbit and from ODMS</p>		
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		and monitor implementation.					
<u>Suspension Goal #1:</u> The total number of in-school suspensions will decrease from 1276 to 1000. The number of students suspended for 2011-2012 school year was 668, this indicates repeat offenders. The total number of out-of-school suspensions will decrease from 680 to 500. The number of students suspended was 411; this indicates a high number of repeat offenders.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	1276	1000					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	668	500					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	680	500					

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	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					
	411	300					
		<p>1.2. The number of student suspensions will decrease when students are reminded about Orbit, behaviors that warrant demerits and consequences.</p>	<p>1.2. School-based administrators will conduct grade level town hall meetings on a regular basis to share school-wide discipline data with all students.</p> <p>All students will participate in regular surveys through Student Response Systems to determine the effectiveness of the awareness campaign.</p> <p>School-based administrators will increase student and parent access to Orbit to increase awareness.</p> <p>Intervention Assistance Team (IAT) will review discipline data to determine the effectiveness of the awareness campaign.</p> <p>School-based administrators will support and monitor implementation.</p>	<p>1.2. Deans, School Resource Officer, RtI Coach School-based Administrators</p>	<p>1.2. Data will be reviewed periodically to monitor the suspension rate and the rate of demerits being accrued.</p>	<p>1.2. Data reports from both Orbit and from ODMS</p>	
		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
Orbit Training	9-12	Ms. Paul-Zin	School-Wide	8/13/12	Review data reports from Orbit	Deans Administrators
Stop Bullying Now	9-12	Ms. Paul-Zin	School-Wide	September	Review number of reported incidents	Deans Administrators
Classroom Management PD	9-12	Deans Administrators PLC Facilitator	School-Wide and PLC-based	September December February	Classroom walkthroughs Review data from Orbit/ODMS	Deans Administrators

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

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Dropout Prevention</p>	<p>1.1. Intervention Assistance Team (IAT) will mentor students who demonstrate dropout risk factors.</p>	<p>1.1. School-based administrators will increase the number of mentors to provide mentoring services to more at-risk students.</p> <p>IAT will review data for all ninth and tenth grade students on a regular basis to identify those in need of mentoring.</p> <p>Mentors will meet with identified students on a regular basis.</p> <p>IAT will review data for all students receiving mentoring services to determine intervention effectiveness and make modifications to the program, as needed.</p> <p>School-based administrators will support and monitor implementation.</p>	<p>1.1. School-based administrators RtI Coach</p>	<p>1.1. RtI team minutes and documentation</p>	<p>1.1. Terms Guidance ODMS- Expanded use Pinnacle / Grade Book District / School mentoring through Attendance / Truancy Reports</p>		
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Dropout Prevention Goal #1: The dropout rate will decrease from []% to 0%. The graduation rate will increase from []% to []%.	2012 Current Dropout Rate: *	2013 Expected Dropout Rate: *					
	[]% []	0% [0]					
	2012 Current Graduation Rate: *	2013 Expected Graduation Rate: *					
	[]% []	[]% []					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
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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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Dropout Prevention Budget (Insert rows as needed)

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

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<p>1. Parent Involvement</p>	<p>1.1. Parent involvement will increase when the functioning of the School Advisory Council (SAC) and other parent groups is improved.</p>	<p>1.1. School-based administrators will meet with SAC members to create subcommittees and assign tasks.</p> <p>School-based administrators will investigate the possibility of consolidating monthly parent meetings, such as Band Boosters, Athletic Boosters, SAC, etc.</p> <p>School-based administrators will provide services to parents who attend monthly parent meetings, such as babysitting, dinner, homework assistance for students, etc.</p> <p>School-based administrators will review sign-in sheets to determine</p>	<p>1.1. School Based Administration SAC Chair Program Directors</p>	<p>1.1. Attendance at SAC meetings Newsletter Sponsor Communications Committee</p>	<p>1.1. Attendance Roster at events surveys</p>		
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		if parent involvement increases as a result of this plan.					
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
The School Advisory Council will function as the primary committee for other parent groups to increase parental involvement by 10% from 40% to 50%.							
	40%	50%					
		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

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Oasis Volunteer Orientations	School-wide	Administration	Teachers, parents, volunteers	On-going	Surveys, callouts, mail outs	Volunteer Coordinator

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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
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>CTE Goal #1:</u></p> <p>Increase internships/externships mentoring opportunities for CTE students. For the 2011-2012 school year we had 770 students enrolled in CTE coursework. Of those 770, 248 (32.2%) attempted and passed Industry Certification exams. Our goal for the 2012-2013 school year will be to raise students attempting the industry certification exam to 40%.</p>	<p>1.1. Student achievement will improve when CTE teachers monitor pre-tests for Industrial Certification.</p>	<p>1.1. a. CTE teachers will develop small groups according to data gathered from pre-tests to target students' needs.</p> <p>1.1. b CTE teachers will reteach Industrial Certification through Differentiation of Instruction to accommodate individual students.</p> <p>1.1. c CTE teachers will retest students for Industrial Certification.</p>	<p>1.1. School-based administrators and the Regional CTE Specialist will support and monitor implementation.</p>	<p>1.1. Classroom Walk-throughs, Planit program teacher reflections and data analysis of pre-tests results.</p>	<p>1.1. Industrial Certification Exams.</p>
	<p>1.2. Student achievement will improve when all CTE teachers are certified in their respective Industrial Certification tests students are required to take.</p>	<p>1.2. CTE teachers will take and pass the Industrial Certification tests students are required to take.</p>	<p>1.2. School-based administrators will support and monitor implementation.</p>	<p>1.2. Classroom Walk-throughs</p>	<p>1.2. Industrial Certification Exams.</p>

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	1.3. Student achievement will improve when CTE teachers receive professional development in Comprehensive Instructional Sequence (CIS).	1.3. CIS professional development will be conducted with CTE teachers in September 2012.	1.3. School-based administrators will support and monitor implementation.	1.3. Classroom Walk-throughs, Planit program teacher reflections, and PLC documentation.	1.3. Industrial Certification Exams.
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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
CIS	CTE 9-12	TBD	CTE Teachers	September 2012	Classroom Walk-throughs	School-based administrators

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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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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Total:
	Total:
	Grand Total:

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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

- 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.
<i>N/A</i>

Describe the activities of the SAC for the upcoming school year.
<p>SAC meetings will be held on the second Tuesday of each month at 6:30 PM in the Media Center. Recruit new members at school wide functions including Football games. SAC will fund projects related to student achievement. SAC is going to fundraise at sporting events.</p>

Describe the projected use of SAC funds.	Amount
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All projects will be used to produce gains in student achievement.	\$6500
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